

NASPA

PROCEEDINGS

TOWARD AN ECOLOGY OF LEARNING

RUDOLPH

SOME UNSOLVED PROBLEMS IN STUDENT PERSONNEL WORK

WILLIAMSON

SOCIAL FACTORS IN ACADEMIC ACHIEVEMENT

ERICKSEN

CONTEMPORARY EDUCATIONAL EMERGENCY IN AMERICA

CLARK

THE CONTRIBUTION OF THE INTERPERSONAL
ENVIRONMENT TO STUDENTS' LEARNING

NEWCOMB

THE NEW UNIVERSITY: OPPORTUNITY FOR INNOVATION

McHENRY

DEANS AND DISSENTERS

KENISTON

THE COLLEGE STUDENT TODAY AND TOMORROW

SANFORD

THE
JOURNAL
of the
Association
of
Deans
and
Administrators
of
Student Affairs

Vol. 5/No. 2/Oct. 1967

49th
Annual
Conference

National Association of Student Personnel Administrators

(THE ASSOCIATION OF DEANS AND ADMINISTRATORS OF STUDENT AFFAIRS FOUNDED IN 1919)

Carl W. Knox, *President*
Dean of Student Affairs
Florida Atlantic University
Boca Raton, Florida
O. D. Roberts, *President Designate*
Dean of Men
Purdue University

Conference Co-Chairmen
Peter H. Armacost
President
Ottawa University, Kansas
Earle W. Clifford
Dean of Student Affairs
Rutgers, The State University
New Brunswick, New Jersey
Richard A. Siggelkow, *Editor*
Dean of Students
SUNY, Buffalo, New York
J. Don Marsh, *Controller*
Associate Dean of Students
Wayne State University
Detroit, Michigan
E. G. Williamson,
Immediate Past President
Dean of Students
University of Minnesota

Regional Vice Presidents
I William L. Swartzbaugh
Associate Dean of the College
Amherst College
II Martin J. Meade
Vice-President and Dean of Students
Fordham University
III James E. Foy
Dean of Student Affairs
Auburn University
IV Burns B. Crookston
Dean of Students
Colorado State University
V Robert F. Etheridge
Vice-President, Student Affairs
Miami University (Ohio)
VI Channing Briggs
Dean of Students
Portland State College
VII Lyle G. Reynolds
Dean of Students
University of California
(Santa Barbara)

Directors
Professional Relations and Legislation
Chester E. Peters
Vice-President, Student Affairs
Kansas State University
Professional Development and Standards
John L. Blackburn
Dean of Men
University of Alabama
Research and Publications
Thomas B. Dutton
Dean of Students
Oakland University
Association Personnel and Services
Preston Parr
Dean of Student Life
Lehigh University

Members-At-Large
Sam Basta
Dean of Student Affairs
University of Nevada
William F. Denman
Dean of Student Affairs
University of Arkansas
Arden O. French
Dean of Men
Louisiana State University
Mark W. Smith
Dean of Men
Denison University

Placement Officer
Richard E. Hulet
Vice-President for Student Services
Illinois State University, Normal

EDITORIAL BOARD

THREE YEAR TERM
WHEADON BLOCH
Dean of Students
University of Missouri
Kansas City, Missouri
JOHN E. SHAY JR.
Dean of Students
College of the Holy Cross
Worcester, Massachusetts
ALLEN E. IVEY
Director, University
Counseling Center
Colorado State University
Fort Collins, Colorado
THEODORE K. MILLER
Assoc. Professor of Education
University of Georgia
Athens, Georgia
WARREN SHIRLEY
Dean of Students
Florida A & M University
Tallahassee, Florida

RONALD E. BARNES
Associate Editor
Dean of Students
University of North Dakota
Grand Forks, North Dakota

TWO YEAR TERM
ROBERT BOWLIN
Dean of Men
University of Oregon
Eugene, Oregon
LESTER L. HALE
Dean of Students
University of Florida
Gainesville, Florida
JANE E. MATSON
Specialist for
Student Personnel Work
American Association
of Junior Colleges
Washington, D. C.
EDWARD C. MCGUIRE
Dean of Students
University of Rhode Island
Kingston, Rhode Island
FREDERICK J. SPECKEEN
Dean of Students
Waterloo University College
Waterloo, Ontario, Canada

RICHARD A. SIGGELKOW
Editor
Vice President for
Student Affairs
SUNY at Buffalo
Buffalo, New York

ONE YEAR TERM
SAMUEL C. DAVIS
Assistant Dean of Men
University of Illinois
Champaign, Illinois
MEL DOYLE, O.F.M.
Dean of Students
Quincy College
Quincy, Illinois
ROBERT N. HUBBELL
Office of the Chancellor
University of California
Santa Barbara, California
VIRGINIA P. FROES
Dean of Students
The University of Utah
Salt Lake City, Utah
MIRIAM WAGENSCHNEIN
Dean of Women
Illinois State University
Normal, Illinois

ROBERT M. CRANE
Assistant Editor
Associate Director,
Division of Education
University of Illinois
Chicago Circle Campus

Special Issue — Price \$3.00

MANUSCRIPTS: Manuscripts should be addressed to The Editor, 201 Harri-
man Library, State University of New York at Buffalo, 14214.

SUBSCRIPTIONS: Annual subscription rate is \$3.00; single copies, \$1.00.
Checks should be made payable to NASPA and mailed to Controller, J. Don
Marsh, Associate Dean of Students, Wayne State University, Detroit, Mich.
CHANGE OF ADDRESS should be sent to the Controller.

PUBLICATION: NASPA is published quarterly in July, October, January and
April.

EDITORIAL ASSISTANTS: Mante Abbott, Catherine Osborn.

Contents

<i>First General Session, Opening Dinner</i>	
Toward an Ecology of Learning	
FREDERICK RUDOLPH	56
<i>Special Association Interest Sessions</i>	65-90
General Information Session A, PETER ARMAGOST, <i>Chairman</i>	65
Institutional Policies on Selected Controversial Issues	
THOMAS DUTTON	
JAMES APPLETON	
FRED SMITH	
General Interest Session B, PRESTON PARR, <i>Chairman</i>	
A Report on the NASPA-FDA Drug Education Project	73
HELEN NOWLIS	
General Interest Session C, ROBERT ETHERIDGE, <i>Chairman</i>	
The Dilemma of Professional Development—Some Points of View	76
IVAN PUTNAM	
CLYDE PARKER	
WALTER JOHNSON	
General Information Session E, DONALD ROBINSON, <i>Chairman</i> .	
Current Literature in Higher Education and Behavioral Science	80
Applications to Student Personnel Work	
ARTHUR J. DIBDEN	
REV. JOHN EDDY	
FREDERICK B. ZOOK	
General Interest Session F, WHEADON S. BLOCH, <i>Chairman</i>	
Inter-Institution Cooperation in Student Life and Services	87
DEAN E. TOLLEFSON	
<i>Second General Session</i>	
Some Unsolved Problems in Student Personnel Work	
E. G. WILLIAMSON	91
<i>Third General Session</i>	
Social Factors in Academic Achievement	
STANFORD ERICKSEN	97
<i>Liberal Arts Luncheon</i>	
Address	
JOSEPH SELLINGER	109
<i>Urban and Community College Luncheon</i>	
Contemporary Educational Emergency in America	
KENNETH B. CLARK	111

<i>Seminar Series I</i>	116-147
Seminar 1, JAMES G. CARLETON, <i>Chairman</i> Learning-Living Centers — An Evaluation of the Michigan State Experience	116
DONALD ADAMS	
Seminar 2, WAYNE TINKLE, <i>Chairman</i> The Student Experimental College, Its Impact on Campus Culture	119
JAMES ANDREWS	
FRED STRACHE	
Seminar 3, SISTER MARY CHRISTA MIRIANI, <i>Chairman</i> The Climate of Learning — Implications from the Ten-College Study	124
MORRIS KEETON	
Seminar 4, CHARLES M. RENNEISEN, <i>Chairman</i> The Role of the College Publications Advisor in the Promotion of a Climate of Learning	129
DARIO POLITELLA	
PHILLIP A. TRIPP	
Seminar 5, DONALD R. GERTH, <i>Chairman</i> A Study of Attitudes Concerning University Relationships With Students	134
BURNS CROOKSTON	
Seminar 6, JANE MATSON, <i>Chairman</i> Learner-Centered Independent Study Approach — The Oakland Community College Plan. A Challenge to the Student Personnel Administrator	140
JOHN TIRRELL	
ALBERT A. CANFIELD	
ARTHUR JALKANEN	
Seminar 7, CLIFFORD ROGERS, <i>Chairman</i> Basic Data Processing and Applications for Student Personnel Administrators	146
TRUMAN HUNTER	
<i>Seminar Series II</i>	147-174
Seminar 8, LAURENCE C. SARTOR, <i>Chairman</i> The Student Personnel Administrator As An Educator: The Teaching of Human Relations	147
MATTHEW STARK	
Seminar 9, JORGEN THOMPSON, <i>Chairman</i> Student Culture Research: Applications and Implications for Structure and Continuity in the Liberal Arts College	149
WALTER WALLACE	
Seminar 10, REV. G. GORDON HENDERSON, <i>Chairman</i> Administrative Strategy and the Student Personnel Administrator	155
CLYDE T. HARDWICK	
Seminar 11, WALTER HOBBA, <i>Chairman</i> Case Studies in Campus Learning Climates	162
MELVENE D. HARDEE	

Seminar 12, EUGENE H. FLOYD, <i>Chairman</i>	
Curriculum, Teaching and Evaluation — Implications for Student Mental Health, Development, and Counseling	167
ARTHUR W. CHICKERING	
<i>Fourth General Session</i>	
Association Business Meeting	229
Interim Controller's Report	239
<i>Fifth General Session</i>	
The Contribution of the Interpersonal Environment to Students' Learning	
THEODORE NEWCOMB	175
The New University: Opportunity for Innovation	
DEAN E. MCHENRY	179
<i>Sixth General Session, Conference Luncheon</i>	
Deans and Dissenters	
KENNETH KENISTON	183
<i>Seminar Series III</i>	194-220
Seminar 15, HOWARD CONNERS, <i>Chairman</i>	
The Climate of Learning: The Open Door College: Need It Be A Revolving Door?	194
JOSEPH P. COSAND	
EDGAR L. HARDEN	
ROBERT W. PITCHER	
Seminar 16, WILLIAM J. LANIER, <i>Chairman</i>	
Implications for Learning Climate and Student Personnel Administration of the American Council on Education Long-Range Student Development Studies	203
ALEXANDER W. ASTIN	
ROBERT PANOS	
Seminar 17, AUBREY FORREST, <i>Chairman</i>	
Student Personnel Programs in Small Colleges	209
JOHN W. BRECKENRIDGE	
JAMES P. ORWIG	
REV. HILTON L. RIVET	
WILLIAM F. DENMAN	
FRANK J. KREBS	
Analysis	
MIRIAM WAGENSCHIEIN	
WILLIAM WRIGHT	
<i>Seventh General Session, Closing Dinner</i>	
The College Student Today and Tomorrow	
NEVITT SANFORD	221
<i>Appendix</i>	
Standing and Special Committees of the Association	240
Future Conference Sites and Dates	245

EDITORIAL

The current issue is both unique and historic. For the first time we are following the pattern of several other professional organizations by identifying one number to reflect national conference proceedings and highlight major convention addresses. The necessary editing involved may not be popular with some of us who recall nostalgically the verbatim reports of past years, but we have still tried to capture as much detail as possible within budgetary limitations. It is also appropriate to note that the Association will gain financially by publishing the Proceedings in the new form.

We hope the reader still finds the Proceedings useful as now presented; in any event, he will have an immediate opportunity to register a reaction for or against this approach since a readership questionnaire covering this and other matters, is included with this issue's mailing. As you may recall, we initially patterned the *Journal* after your original answers to a previous questionnaire; we now need help to give us future direction as to content and features of most interest to you. We recognize the imposition but we can also assure you that your reactions will be tabulated, reported and applied — which is more than we can say for many such questionnaires.

Your editorial staff and board also wish to acknowledge the many encouraging comments and letters received, although we remain as interested — if not more so — in those communications that include suggestions designed to improve the publication.

In order to expand appropriately and not experience loss of momentum or an unduly long publication lag, an obvious danger because of the change in pattern for this special issue, we are also pleased to report that we plan to add at least eight more pages in each future publication.

We hope you are able to use the *Journal* as an educational tool, and sincerely appreciate your reactions, contributions, and continued support.

R.A.S.

First General Session

OPENING DINNER

The opening session of the 49th Anniversary Conference of the Association of Deans and Administrators of Student Affairs, held April 10-12, 1967 in the Netherland Hilton Hotel, Cincinnati, Ohio, convened at six-fifteen p.m., April 10, Robert F. Etheridge, Executive Dean for Student Affairs, Miami University of Ohio, and Conference Co-Chairman, presiding.

PHILLIP R. SHRIVER
President, Miami University of Ohio

It is my pleasure to represent Miami at Oxford, the University of Cincinnati and Xavier here in Cincinnati, all three of us having the pleasure of co-hosting this Conference. It is my particular delight to have the opportunity to welcome you to this first general session of your 49th Conference, with the intriguing theme: "The Climate of Learning and the Student Personnel Administrator."

I have come to Miami from a background as professor of history and as an academic dean. I had been in the professorship for a dozen years when I went into the Dean's office as an assistant, and I recall that first weekend explaining to my father that I was now an Assistant Dean in the College of Arts and Sciences. He said, "Assistant Dean in what?" I said, "In the College of Arts and Sciences." He said, "What else can you be Assistant Dean of?" I said you could be in the field of Fine or Professional Arts, Education, Business Administration, the Graduate School, and you could be in the Personnel Dean's offices.

"What are they?" Well, I said, "We have now a Dean of Students, a Dean of Men, a Dean of Women, and each of these will have assistants."

He shook his head and he said, "Times have really changed. When I was in college there was a Dean. He was the Dean, and we took all the problems to him, whether they were academic or disciplinary, or what have you. You people have really specialized, haven't you?"

Well, indeed we have. But when my father was in college, just after the turn of the century, Ohio Wesleyan, there was at least a dean to help the president. I have done a little research in Dr. Rudolph's own book, "The American College and University," to see what discipline was like a century ago when there was only one administrative officer on campus, and he was the President, and all problems came to him. The problem of discipline was well stated by a professor at Davidson College in 1855:

"Indulged, petted and uncontrolled at home, allowed to tramp upon all laws, human and divine, at the preparatory school, the American student comes to college, but too often with an undisciplined mind and an uncultivated heart, yet with exalted ideas of personal dignity and a scowling contempt for lawful authority and wholesome restraint. How is he to be controlled?"

Professor Rudolph went on to say that indeed was the question, how was the student to be controlled?

"President Moses Waddell at Georgia would sweep the horizon of Athens with a spy glass in search of students leaving contrary to college laws. President Bishop of Miami would pray in chapel with one eye open, the better to be prepared for any disciplinary emergency. President MacLean of Princeton was believed by the students to sleep with his clothes on so

that he might rush from his official residence, lantern in hand, at every instance or suspicion of trouble. President Lord at Dartmouth would take his place in the chapel, recite memorized chapters from the Bible, and from behind dark green glasses his eyes would roam throughout the room in search of misbehavior."

In the absence of any organized approach to recreation, and with an increasing democratic society, the efforts of the strict disciplinarian to protect the students were doomed to failure. The result was frustration.

President Thomas Cooper, at South Carolina College, wrestled unsuccessfully with his own Jeffersonianism and a Puritan code of college laws and concluded: "Republicanism is good; but the rights of boys and girls are the offspring of democracy gone mad." One of his professors, the immigrant political economist Francis Lieber, did not permit his distaste for discipline to keep him from being conscientious; yet frustration was his lot. On one occasion, in pursuit of a student with a stolen turkey, he stumbled and fell on a pile of bricks, got up, rubbed his shins, and was heard to exclaim, "Mein Gott!! All dis for two tousand dollars."

Well, happily, today we are enduring all this for a little more than \$2,000, but the problems remain. They have come to us in multiple doses, in diverse forms. I am sure though they have much to do with that discussed by Professor Rudolph a century ago as typical of students of that time. Certainly today all of us who are faculty and all of us who are presidents ought to thank the Lord for student personnel administrators. Believe me, we could not do without you.

Again, welcome to Cincinnati, and welcome to Ohio.

Toward an Ecology of Learning

FREDERICK RUDOLPH

Professor of History, Williams College

College professors know so embarrassingly little about teaching and so much less about learning that I can only join you in viewing with alarm my presence here. Yet I do not wish to suggest that I am other than pleased to share your concern with the climate of learning appropriate to American higher education.

I consider myself privileged to be asked to join you in your search for an understanding of the determining influences on that climate, for you represent a remarkably concentrated body of experience and wisdom on a subject that academicians too often ignore or fail to consider in sufficient depth. You know that control of the climate of learning is not achieved by the appointment or removal of administrators, although I must confess that my colleagues frequently talk as if this were so.

We live in a country that nurtures a rather beautiful but often incredibly naive faith in education. This faith, historically plausible though it is, seriously complicates our study, in large measure because our notions about education, our definitions of its purposes, are so diverse. Education is more or less good for anybody or anything at any place at any time, and while this remarkable notion may in fact be true, or at least true for this society that we are developing, it is a rather heady notion, one that

does not lend itself to sobriety and caution. But we had better take it seriously. One has only to look at the State of California to see the future. There, regardless of age, everyone is young, no one works but teachers, and everyone else goes to school and plays in the sun simultaneously.

I have forgotten who it was who recently proposed three or four years of formal education for all Americans when they reach the age of 60, but I do remember thinking at the time that the idea is peculiarly American and probably on the way to fulfillment. This pervasive attachment to the idea of education is one of the dimensions of our problem with the climate of learning in the United States, and it will do us no good to look on this attachment as other than, at best, a very mixed blessing.

Among other things, we are more and more coming to regard education as a business. We have always had to contend with those hard-headed men of the world who have difficulty measuring other than material values, and more recently even some of us inside the establishment have been guilty of talking about input, output, productivity, and per unit cost as they apply to the education of young men and women. Imagine the contribution that will now be made to this preference for the commercial values by the great technological-educational combines that are developing — those curious amalgamations of radio and television networks and stations, publishing companies, and electronic engineers — a great pooling of talents prepared to turn a profit while they insinuate themselves into the fabric of American higher education.

No one can argue that we in the colleges and universities have not helped to create the opportunity which these new combines are prepared to meet. If they now proceed to tell us what education is, have they any reason to believe that they will make less sense than the rest of us? Recently at a conference of eastern educators a lonely student spokesman, confronted with this problem of ours, referred to education as “an ambiguous term” and then proceeded presumably to clarify everything by defining education as a “prolonged period of confinement.”

“The ideal college is Mark Hopkins on one end of a log and a student on the other” — so goes the wisdom that has been misleading generations of educational statesmen into picturing education as a function of the teacher-student ratio. Hopkins, of course, never in his life taught a seminar, guided an honors student, or directed independent study. On the other end of that log was the entire senior class of Williams College. It is no wonder that advocates of programmed instruction can blithely discuss the “constant interchange” between machine and student, allowing of course that while “the machine . . . does not teach, it simply brings the student into contact with the person who composed the material it presents [and thus] the effect upon each student is surprisingly like that of a private tutor.”

The very expression “climate of learning” is necessarily a constricting and narrow concept. I propose that we borrow a word from the most impressive students of environment and talk instead about the “ecology of learning.”

We are beginning here in the United States almost for the first time to recognize just what environment means. Indeed, it is almost a new discovery. How newly

aware we are of the totality of our environment. The air we breathe chokes, poisons, kills both promptly and gradually. Our rivers and lakes have become cesspools. The deforestation of the land, the encroachment of desert in areas once undisturbed by man's intrusion, threatens, according to the more pessimistic students, an eventual world-wide oxygen crisis. And recent studies suggest that the American city and the modern values that have created it are psychologically so damaging that human nature itself may not survive. Our great difficulty stems from our failure to think totally, our disposition to neglect interrelationships and to close our eyes to the inescapable consequences of the past or the equally inescapable perils of the future. I am reminded of Thoreau's complaint about the big book about turtles: it tells us everything, said Thoreau, but it says nothing about how a turtle conducts his life.

So it has been with us, and suddenly we discover that we have lived as if lives were not conducted, as if they had no consequences, as if our lives and our actions were not far-reaching and mysteriously influential, leaving their mark on the heavens, in the air, on the seas and land, and on the human psyche.

Have we been equally short-sighted in our educational thinking and planning? Do we really understand the environment of higher education or only a little something about the climates of learning and non-learning? What about the climate in all those other zones of academic enterprise — the athletic team, the college fraternity, the faculty club, the president's wife, the philanthropic foundation? We know everything about higher education, but nothing about how a college or university really conducts its life.

Nor do I expect that we will tonight learn anything more about that life than we already know, but perhaps we can help to shape an attitude, a posture, that will make the ecology of learning a more useful and meaningful expression than it now is.

Perhaps the most pervasive presence in the environment that concerns us is students. They reach beyond our institutions, beyond our limited histories and circumscribed institutional imaginations; they carry the weight of the past — theirs, their upbringing, their parents' performance as parents — and the promise of the future — theirs and their children's, the very style of life as it will be lived in countless communities, in the end in the United States itself — all this they carry on their shoulders. For a short while they entrust themselves to us, society entrusts them to us; together they ask that we help them the best we can, help them to learn.

To help students learn is not the only reason our institutions exist, but certainly it is the reason there are students at our institutions. They come to us to learn for a number of reasons, very often because their purposes and society's can not be fulfilled so well by any other institutions that the society has developed. Thus, young men and women go to college to learn the skills, the techniques, the know-how, as it is so crudely but aptly called, that permits them to pursue vocations with a certain competence, to become specialists and professionals. They also go to college because our birth rate, the state of our technology, and our affluence direct them there; our society has not found anything else to do with numerous thousands of our young people, who

go to college without really knowing why, there to learn how to pass time until society is ready to employ them perhaps more, perhaps even less, creatively and usefully. And, finally, they go to college because it is a good place to carry on the wonderful human process which begins at birth, the continuing movement through time and space toward the possibility of mature integrity.

Erik Erikson has assured us that integrity, that sense of wholeness and security, may not await us as we approach maturity — instead of integrity there may only be despair. Our colleges and universities are deeply implicated in this process of individual human growth, and if they sometimes act as if the causes of the diseases of the cow were more important than the causes of integrity and despair in American life, that does not excuse them from helping young men and women to learn how to live, how to make that perilous voyage from childhood to maturity, and to make it, in Erikson's words, "with a promise of some security, identity, and integrity."

Whether we face their need or not, young men and women of college age are fully involved in learning who they are, and it is the whole tradition of what we call liberal learning that sustains them in this search. If properly oriented and if imaginatively experienced, their studies will acquaint them with the values by which the self exists, thus making human growth possible; they will learn something about how men for centuries and in many worlds have gone about fulfilling the promises of childhood. For the student whose course of studies encourages contemplation and awareness, the institutions of religion, government, and the economic order take on new meaning and pertinence.

In the scheme with which Professor Erikson has acquainted us the institution of religion emerges as that instrument which "collectively cultivates trust in the form of faith." Legal and political organizations are not simply aspects of warring political parties and ideologies but living institutions which play a central role in encouraging or discouraging individual autonomy and self-reliance. An understanding of the economic system is not satisfied by the statistics of economic development. The imaginative student will want to know how various economic systems support — or deny — initiative and hold out the promise of individual growth. How, he will want to know, are the technological arrangements of a particular society and human capacities translated into a sense of purposeful and rewarding individual industry? How have people grouped themselves for social effectiveness, what are the sources of social stratification, what is their meaning for the way in which a young man discovers who he is, what his role is to be, how he is to view himself as he makes the long journey from infant trust to adult integrity? What possibilities does society hold out for meaningful human relations? Is it congenial to intimacy or does it cultivate isolation and alienation?

These questions are central not only to the shaping of any individual human personality; they are central to the tradition of liberal learning. They rest upon a recognition that for the adolescent student the central question is necessarily his own constant search for some understanding of who he is, where he came from, where he

is going. They acknowledge that whatever may most interest the professor, what must most interest the student is himself. They postulate a world of students who are prepared to be reminded of the burden, the joy, the responsibility of their humanity; eager for the perspectives with which a liberal education corrects the distortions that inevitably enter into their private individual views of the world; willing to be faced with as much truth as they can bear — and perhaps more; seeking to exchange innocence for wisdom.

How do our institutions of higher education fulfill these large obligations to learning and to the young? What are the institutional arrangements, preferences, and possibilities that encourage learning in this fullest sense? What are the barriers we have erected, what are the intrusions we have made, the distortions we have introduced — how have we polluted the environment of learning? And what can we do about it?

Take teachers and teaching for example. The kind of learning about which I have been talking requires certain qualities that are difficult to develop in teaching machines, closed circuit television, large lecture halls, and other current practices in higher education. I do not suppose that we shall ever be able to recreate the school of Socrates for every young American, although as an ideal such a prospect seems to me to be altogether as admirable as other dreams that now define American purpose.

In the meantime, it will probably be enough if we simply do what we can to keep education from disappearing altogether as a university purpose. The New England university student who last year discovered that an IBM machine had dropped several syllables out of her name in order to fit it into the space reserved for her on a class roster had reason to be comforted, I suppose, by the knowledge that no instructor was likely to know her by her new name, just as no one had known her by her old name. The machine had not, after all, taken away her old number, by which her grades and attendance would still be reported and recorded. What really should have disturbed that young woman was what she was doing in that lecture hall at all. Probably the lecturer would have preferred to have been in his laboratory or his study; the lecture itself was probably available in a more palatable form in the library, perhaps even in paperback; and although the young lady's pencil may have had a workout during the hour, the lecture hall itself was a scene of active pushing pencils and passive spongy minds, all this masquerading as education.

In the meantime, the administrators continue in their mistaken belief that buildings are monuments rather than merely tools, the professors develop new devices for reducing what they call with a singular lack of embarrassment their teaching loads, and the students in an almost unnoticed commentary on the whole process have added to that quaint phenomenon known as the "sophomore slump" not only "junior drop-out" but "senior identity crisis" as well. These academic diseases are curable, but I will agree with anyone who argues that they will not be cured by the patterns of curricular practice and classroom procedure that are polluting higher learning in America today.

When a professor of educational psychology can compare favorably the relationship between teaching machine and student to that between tutor and student, it may already be too late to halt the retreat from teaching that with accelerating force has come to characterize American higher education. This process has been going on for a very long time, and certainly some of its consequences have been most salutary.

In some instances students have been thrown necessarily back upon their own developing resources. The intellectual quality of American higher education has been enhanced by the activities that have reduced the professors' commitment to teaching. And the decline of teaching has been paralleled by a decline in that meddlesome moral zeal that was often characteristic of the old colleges. But once this is said, a candid appraisal leads to the conclusion that formal learning is being seriously impaired by the teacher's preference not to teach.

He narrows in on his academic specialty with a precision and competence that are intellectually impressive, but he seldom makes a meaningful connection between his subject and the lives of his students, whom he either shuns or fails to draw into his orbit. He does not know his students, for to know them is to risk a loss of time that might be more profitably spent or to risk an intimacy that might engage the heart as well as the mind, an intimacy that would engage values other than the purely intellectual.

Literature becomes an exercise in criticism and analysis, but not an experience in enjoyment and human values. The great imponderable questions about man implicit in the existence of nature disappear from the course of study: the microscope replaces the universe. The historians busy themselves with a multitude of questions that are singularly remote from the lives of their students: the enduring questions are beyond their interest and remain strangely closed off in dormitory bull sessions. Economics and political science announce their withdrawal from life by insisting upon their status as science. In fact, the teachers have gone so far in their singleminded regard for intellectual values that they often act as if they do not know what a growing young man or woman is.

At this late date is there any chance of keeping alive in the colleges and universities an emphasis congenial to liberal learning and appropriate to the needs and desires of growing young men and women? Has teaching a future? I am not encouraged by the tendencies of history nor by the current behavior of teachers and administrators. If we are to find any encouragement at all it must be found among the students themselves, among men and women such as yourselves who are professionally sensitive to the whole environment of learning, and to scattered instances of imaginative actions and policies at scattered colleges and universities.

The students who are defining undergraduate culture in the United States seem to me to be of a different breed than those to which we have been accustomed. And what impresses me about them, as it does Professor Richard B. Sewall of Yale, is their essential conservatism, rather than their radicalism. The "hallmark [of this generation] is neither rebellion nor negation," he has written. "It is a reaffirmation of values

which the old still preach but fail to practice . . . If it seems to defy authority, the intention is not so much to dispossess authority as to remind it of its proper job . . . It wants to see justice done; virtue rewarded; morality, honesty, and the principles of democracy applied to international as well as domestic affairs . . . It is increasingly interracial, interdenominational, intercollegiate, international, interclass, and coeducational." I very much like these observations of Professor Sewall because without this kind of analysis much current undergraduate activity is incomprehensible.

Recently at my own college General Maxwell Taylor delivered a formal lecture on American policy in Vietnam. Undergraduates objected less to the presence of an apologist for an unpopular policy than they did to the failure of the college to arrange to have General Taylor spend several days on campus exchanging views with them. The students at Berkeley drew our attention to the ways in which a reputedly great state university was not free. Indeed, they should have given us reason to pause and wonder how we had come to ascribe greatness to an institution whose freedom and respect for learning were subject to hostile political authority.

Many colleges are becoming interracial as a consequence of undergraduate rather than administrative activity. The students were the first to adventure into the world of civil rights, and I have been struck by the young Negro students I have met in northern colleges who have explained their presence there by friendships struck up with white college boys trying themselves out as workers in the South or in the slums of the North. The presence of an increasing number of Negro students on previously almost entirely white campuses adds a dimension to the environment of learning on such campuses. American history can no longer be taught as if Negroes were only a cause of the Civil War rather than a continuing presence in a fundamentally racist society.

The interracial, interdenominational, intercollegiate, international, interclass, and coeducational nature of this student generation introduces an element into the educational environment that is alive with opportunities for learning — and for teaching. A study of the program for this conference makes wonderfully clear that those who planned these meetings recognize where many of these opportunities exist and how they may be developed. The Free University Movement, the cluster college idea, the search for new residential patterns, more flexible and imaginative admissions standards, and the encouragement of new departures in extracurricular life suggest to me a widespread but unstated recognition that the undergraduate learning environment can be adjusted in such ways as to compensate for the reduced significance of teachers and teaching. After all, the most remarkable thing about Harvard is how little the classroom has to do with making Harvard the most exciting place in America to be an undergraduate.

What can a teacher, a historian of American higher education, suggest that may in some way be helpful to a band of administrators who are strategically placed and specifically empowered to think creatively about the ecology of learning?

You already know that one of your jobs is to service certain academic needs

peculiar to students and teachers, but you also know that one of your jobs is to act as if, which is often almost true, there were no teachers at all. I would hope that in your deliberations here and back home you would take as large a view of learning as that once held by Socrates and as that held by generations of college students for whom every innovation in the extra-curriculum has been an expression of disappointment in and disapproval of the curriculum. If teachers are not going to teach and if when they do teach they are going to concern themselves with intellectual values only, then the students and you are going to have to sustain an environment in which learning is fully possible.

You will want to concern yourselves with the possibilities for both privacy and intimacy that inhere in your patterns of student housing. It is conceivable that the privacy idea has been oversold, especially if adequate opportunities for continuous regular human contact are not provided. Various student social systems have been created and are in the process of development that do away with Greek letter fraternities, institutions that would never have developed if American colleges had taken as total a view of learning as they should have. I would remark, however, that a fundamental characteristic of the fraternity, one that even students perhaps have not fully recognized, is its hostility to privacy. The popularity of fraternities has rested on the assurance that the conditions essential to human contact, friendship, and self-knowledge are highly regarded.

The college fraternity or sorority is more like an army barracks or company of combat marines perhaps than any other social institution. The fraternity is presumably more exclusive and less responsibly purposeful and therefore in some of its roles may be more accurately likened to a country club, but as instruments of human growth and self-knowledge they make good use of the lack of privacy that is so essential to their nature. Yet, as educational institutions, army barracks and companies of marines are vastly superior to college fraternities: they are not corrupted by the kind of selectivity that makes the fraternity hostile to a whole range of learning experiences. For this reason the Army is in many ways more interracial, interdenominational, and interclass (if not more coeducational) than either the university or the fraternity. Here is a considerable challenge for those of us who would think imaginatively about making the campus as humanly fulfilling an environment as that provided by military experience. The dialogue of the barracks is often more relevant than that of the classroom or even the dormitory; it may be sharper and draw effectively on a variety of experiences and backgrounds that are not being properly encouraged or utilized in our colleges and universities today.

The opportunities are wide. Our residential houses at Williams which are replacing fraternities have succeeded in discovering an impressive and as yet only slightly explored range of new communities of learning. They have given to our campus a series of small but excellent musical events, minor dramatic performances, and lectures. A series of films has been presented for viewing and study; dark rooms, exhibitions of photographs, the showing of student-made films, sophisticated marionette

shows imported from outside the community, panel discussions on questions of current political interest and on career choices have found in our residential houses warm sponsorship and encouragement. A package of revolutionary curricular reforms has met with faculty approval in part because the health of liberal learning and the involvement of students in that learning have been enhanced by our shift from fraternities to residential houses as the locus of student life outside the classroom.

All this has been possible because consideration is being given to the total environment in which learning is taking place. We all have a long way to go until we can say that we are doing as well as we might. In the meantime, however, let us all, in all of our institutions, move toward a more comprehensive view of what we mean by learning. Let us see what we can do to get teachers interested in it. Every evidence suggests that students — and you — already are.

* * *

Special Association Interest Sessions

Monday, April 10, 1967, 8:30 p.m.-10:00 p.m.

General Information Session A

Division of Research and Publications

INSTITUTIONAL POLICIES ON SELECTED CONTROVERSIAL ISSUES

Peter A. Armacost, Program Director, Association of American Colleges, Director of the Division, presiding.

CHAIRMAN ARMACOST: This is the Information Session on the investigation of institutional policy on controversial topics which has been conducted during the past year and a half by the NASPA Division of Research and Publications.

As we developed this questionnaire it was our purpose to collect base line information about the extent to which colleges and universities have formulated college policies on eighteen selected policies, the purposes and rationale for these policies as stated by the administrators responsible for them, the methods by which these policies were formulated, and the nature of their implementation.

A member of our Division, Dr. Thomas Dutton, assumed over-all responsibility for analyzing the data and writing the report. Dean of Students and Associate Professor of Education at Oakland University, he was assisted by two Oakland colleagues, Dr. James Appleton, Associate Dean of Students and Director of Housing, and Dr. Fred Smith, Associate Dean of Students, Dean of Freshmen, and Assistant Professor of Education.

DEAN DUTTON: We will attempt to highlight those results which seem most significant.

Student Personnel Administrators are constantly confronted with the necessity of making decisions in areas where there may not be an institutional policy for clear, well-conceived guidelines for action. In too many cases, the intensification of a problem might have been avoided if those involved had had a wider understanding of different approaches to issues, and if institutional policies had been clearly formulated and articulated. In these situations, advanced thought and well-developed policies have been the difference between an institution-wide crisis and routine processing of a problem.

Data were gathered by a questionnaire, developed by members of the Division. The 18 topics identified for the study were divided equally between two forms of the questionnaire. Form A was sent to half of the membership; while the alternate Form B was sent to the remaining half. The two forms were mailed to 457 NASPA institutions, and 348 institutions, or 76 percent, completed the instrument.

We will now turn to a presentation of the major findings and, first, comments on the policies and purposes related to deviant sexual behavior.

Most colleges have experienced problems of **deviant sexual behavior** at sometime or another, but the problems usually have been processed quietly in the context of some unstated policy, or a written policy which has not been widely promulgated. This was confirmed by the results of the study: 60 percent of the institutions had policies dealing with deviant sexual behavior, but only 26 percent had policies that were formally adopted. For the most part, the policies were agreed upon within the administration, or formulated by the Dean himself.

Only 14 percent of the institutions viewed the problem strictly as a health or counseling matter; 42 percent treated the behavior through some type of disciplinary or forced help action. Corrective disciplinary action requiring therapy or forced withdrawal was employed in 17 percent of the institutions, while 23 percent took corrective or disciplinary action when

the behavior became public or was detrimental to the campus community. Some institutions did not have specific policies dealing with deviant sexual behavior, but rather stated that the behavior was covered by a general conduct statement.

Just a few institutions, as indicated previously, saw the problem as a health matter. In such institutions, the student was usually referred for psychiatric evaluation and if the evaluation indicated that he could function properly in the institution, with supportive therapy, he was permitted to continue as a student. If the problem, on the other hand, was considered to be extremely serious or a threat to the university community, the student was withdrawn and required to have a psychiatric clearance prior to readmission. Often he was expected to be in therapy while away from the institution.

Clearly, the highest percentage of institutions acted to protect the community by either disciplining the student or permitting him to remain on the campus, possibly with supportive therapy, or by dismissing him and not allowing him to return without a psychiatric evaluation. Sixty-eight percent of the reasons given by the respondents were related in some way to the control of behavior, protection of the institution, or the surrounding community, and the maintenance of the institutional image. Only 24 percent of the responses were associated with helping students through counseling.

Because of community and parental expectations, as well as institutional values, most institutions have not granted great opportunity for **visitation in residence hall bedrooms**. Eighty-seven percent of the institutions in the sample had some type of policy regarding this topic; 48 percent prohibited visitation in bedrooms, while 21 percent permitted it on special occasions, on some controlled, limited basis. Only 12 percent allowed it on a regular, continuing basis. The bulk of the institutions then either did not permit visitation, or allowed it only occasionally under controlled conditions.

Those institutions that permitted visitation on limited special occasions usually granted this privilege just a few times each semester, depending on the responsibility shown by the students in their planning and previous behavior. Those few schools which allowed visitation on a regular basis had established hours each week, and students were expected to leave the doors open, to keep both feet on the floor, and to behave in some other prescribed manner. The most important reason given for the policy was to maintain desirable behavior and conduct standards. Thirty-one percent of the respondents stated that the purpose of the policy was to support the objectives of the institution, while another 31 percent indicated that the policy was intended to provide student privacy and the opportunity to cope with greater freedom.

Eighty-seven percent of the institutions that submitted data stated that they had a policy on the **excessive use of alcoholic beverages**. Twenty-five percent of the institutions indicated that the use of alcohol was not permitted generally or at all on the campus. Twenty-five percent stated that disciplinary action would be taken when excessive consumption resulted in harm to the student or the community. Twenty-one percent of the schools indicated that the problem was treated as a disciplinary matter, but they did not stipulate the conditions under which action would be taken.

Over half of the institutions then were opposed to over-use of alcohol by students, and including the institutions that only stated that alcohol was not permitted at all, 80 percent of the institutions attempted to control the consumption of alcohol in some way. Many policy statements clearly prohibited the use of alcoholic beverages on the campus, as well as dealing with the issue of excessive use. They did not make reference to disciplinary action that might be taken in case of a violation. Other statements, however, indicated clearly that disciplinary action would be taken, and some policies specified specific penalties, such as dismissal from the institution.

In some cases institutions did not have specific policies covering excessive use of alcohol, but rather, the behavior was treated with reference to a general conduct statement such as, a student is held responsible for his behavior at all times.

Thirty-six percent indicated that their policy was to support institutional objectives, and to maintain a proper educational environment; 25 percent stated that the intent of the policy was to maintain control and order on the campus.

DEAN APPLETON: I would like to provide what I hope will be relevant summaries of three more of the controversial issues with which we have been concerned.

Although the drug issue is of national concern and one which seems to attract wide press coverage and elicits strong community response, almost 60 percent of the respondents had no institutional policy regarding **student abuse or misuse of drugs**.

Of the 42 percent of the responding institutions which had an established policy regarding this matter, 28 percent had formally adopted and systematically communicated their policy. The majority of these schools (the schools which had policies) indicated that use of drugs was forbidden, cooperation would be realized with law enforcement agencies in view of the fact that state laws were being violated, but that immediate referral would not be considered as a useful first step. The institutions attempted to treat both seller and user internally as much as possible through regular disciplinary channels.

The handling of these matters by staff and university committees in this fashion seemed to many to balance most adequately the support, or the necessity of supporting state law, the maintenance of campus standards or control, and thirdly the concern for health and the emotional well being of their student offenders.

University action in these instances where violations were noted was often severe as 32 percent of the respondents would suspend known users or sellers.

Only 50 percent of the respondents had a policy regarding **premarital pregnancy**, and only 17 out of 194 institutions have formally adopted a policy regarding this matter. Although a surprisingly large number of institutions considered premarital pregnancy an act of misconduct to be treated by disciplinary action, it was most common for this problem to be treated outside of the normal disciplinary channels. Depending on the case, the girl might be asked to leave the institution, or at least the residence setting. Individual decisions were most often made by the student personnel staff in consultation with house service personnel and in some instances with parents. Medical withdrawals were encouraged or demanded for advanced stages of pregnancy. A strong set of responses was noted among the religious schools where such behavior was considered against divine law.

The variety of programs for **women's hours** seems at first glance to be limited only by the number of institutions themselves. The specific hours may be governed by a number of local conditions, such as whether the institution is located in a rural or an urban setting.

As you might suspect, the policies regarding this issue were well formulated, and taking as exception the all-male institutions and these schools which have no females residing on the campus, all but two of the remaining responding institutions had a policy regarding women's hours.

Ninety-five percent of the responding institutions had formally adopted and systematically communicated their particular program. Twenty percent stated they maintained a specific policy, but did not provide information regarding their policy. Twenty-six percent maintained specific and similar hours for all undergraduate women. Twenty-seven percent main-

tained specific hours for all undergraduate women, but on a graduated basis. And the remaining 16 per cent — this may surprise you — indicated that they had a graduated program which included specific hours for some women, and no hours for others.

Institutions stated concern about the protection of girls, the security of buildings, the need for rest for staff and students, the intent of meeting parental expectations, maintenance of campus control, and a variety of other reasons for their policy. But a number of others stated that the original reasons for hours are lost in the myths of antiquity. An unusually high 18 percent compared with responses to other issues, stated a dissatisfaction with present institutional stands regarding women's hours. Liberalization was favored by almost all of this 18 percent. Several respondents — and I should state, many more than in the case of almost all the issues — called for a re-thinking of the entire policy by student committees or the student personnel staff who in the past had been most involved in the policy formulation and implementation.

DEAN SMITH: I would like to make some comments about four topics that all have something to do with freedom of expression.

First, student demonstrations. Forty percent of the institutions indicated that they did not have an established policy on this matter which suggests that student demonstrations have not been a problem on many campuses. Of the institutions that had policies, nearly all permitted demonstrations and their policies were usually intended to provide procedures rather than to inhibit expression. Most of these institutions did not require advanced registration of speakers, as long as precautions were taken not to interfere with the orderly operation of the normal institutional functions.

The rationales or justifications given for these policies fell into two main categories. First, that the demonstrations not interfere with the ongoing educational process and operation of the university. Secondly, to allow for freedom of student expression.

On the matter of the responsibility of **student publications** to the college administration or faculty, the institutions were almost equally divided between those which have established policies on this matter and those which do not (55-44 percent). Of those indicating they had a policy, the majority required all publications to be responsible to a publications board or a code of standards. Almost all of the institutions, including those without formal policies, exercise some control over publications.

It is rather interesting that almost two-thirds of the institutions did not give a reason or rationale for their policies. Those institutions which did respond cited the value of allowing freedom of expression and the development of student responsibility, maintaining institutional standards and control, or concern about the institutional image.

Although it seems that few institutions view their policies as being restrictive, the frequent mention that slanderous or obscene material was prohibited implies that most schools do not allow the complete freedom of expression that some students are demanding.

About three-fourths of the responding institutions indicated that they had a policy pertaining to the **invitation of controversial speakers** to campus. Many of those without policies, however, expressed a concern for such things as: the educational value of a speaker's appearance, the danger of violence during an appearance, and presentation of both sides of an issue. Most policies were intended to provide orderly procedures, not to restrict speech, with the exception, of course, of certain extreme views, such as the violent overthrow of the government.

The overriding and prevalent concern in most institutions was that the invitations to controversial speakers be from within the institution, rather than from without, to avoid exploitation of the institution by those who are not part of the campus community.

A small number of institutions was on the two extreme ends of the continuum of restrictiveness. On the one hand some institutions specifically said that certain kinds of speakers (usually these were communists), would not be permitted. Another example was that all speakers would be allowed to appear on the campus, as long as they did not advocate that which was contrary to faith, morals, and American democracy. It seems to me this did not allow too much room for controversy.

On the other hand there were a certain few institutions which said that all speakers would be permitted without any kind of restriction or any kind of exception.

The rationales for these policies seem to be fairly unrestricted: first, as we might suspect, freedom of expression; second, and with almost equal frequency, the education value to be gained from hearing various viewpoints of an issue; and finally, orderly procedures. With considerably less frequency the upholding of institutional standards and the control over student behavior were mentioned. Few institutions expressed concern for their institutional image or for protecting students from "harmful views."

Recognition of student organizations had the highest percentage of institutional policy of the 18 issues, 93 percent.

Most of the institutions said that they did require organizations to be recognized by the student government and the administration, to have a faculty adviser, to provide a list of officers, and to file a constitution. A smaller percentage indicated that they required the approval of the student government and the administration only. A few institutions request a list of members, but these are far in the minority. Another small percentage requires student government approval only.

The most frequently expressed rationale underlying policy was to maintain institutional standards and to exercise control over student organizations. However, many comments by these institutions implied that the control was aimed at such things as racial discrimination, misuse of funds and the duplication of organizations rather than to dictate to students the type of organizations they could establish, or how they should run them. A smaller percentage of institutions felt their unrestrictive policies were justified by the educational value of allowing students to form their own organizations and to assume the responsibility for themselves. An even smaller percentage explained that their policies were meant to provide orderly procedures only, without control.

Generally speaking, therefore, policies pertaining to the recognition of student organizations are well established and impose a minimal amount of restraint upon the formulation and development of these organizations.

There were a few other topics which had some limited response and seemed to cause so little concern to the institutions that they do not warrant a full discussion.

Student records. The overriding concern there seemed to be for the student's right of privacy and for confidentiality.

On the matter of **student-faculty drinking** and the **use of students as research subjects**, either there was no response or the responses indicated that there was little problem. I might add that several institutions even mentioned student-faculty drinking as a means of encouraging good student-faculty rapport.

Generally then, I think we can say that the policies that pertain to the area of freedom of expression set broad limitations within which there is a fairly high level of freedom. Yet I think it should be pointed out that most of the comments indicate that this freedom is not to the extent that many students would like.

Regarding the **ranking of the 18 issues**, the five issues ranked highest were those that have long been irritants, (1) the excessive use of alcohol, (2) off campus misconduct, (3) women's hours, (4) dress and appearance, (5) financial irresponsibility.

The excessive use of alcohol stands out clearly and undisputedly as the area causing deans the most concern. On the other hand, there are several issues which were obviously of little concern. Such issues are faculty-student drinking and the provision of contraceptives. It is interesting that the several highest ranked issues are those involving the control of social behavior; whereas, those that were ranked low are issues pertaining to either freedom of expression or the behavior of institutions (student records and use of students as research subjects).

The issues on which there seems to be a high level of policy formulation are those issues that are ranked the highest. This may indicate that when a matter becomes a problem **then** a policy is developed, rather than being formulated out of forethought and future planning.

Another related impression given by the rankings is that those areas that threaten to become major issues in the future are those to which little attention is being directed at the present. Such issues are the provision of contraceptives, student records, and the use of drugs. This no doubt has some implications for our future policy making.

DEAN APPLETON: This questionnaire which was distributed to our member institutions was designed to allow us to distinguish among institutions of various sizes, types, locations, and percentages of students living on the campus. The institutions were placed into three categories according to size: "less than 1500, 1500 to 5,000, or more than 5,000." The types were identified: Public liberal arts colleges, public universities, independent liberal arts colleges, independent universities, church related colleges, or universities, Catholic church related universities or colleges, Protestant, teachers, colleges, and technical institutions.

The on-campus ratios were designated as less than 30 percent, 33 percent of campus, 33 to 66 percent, more than 66 percent but not all, and all living on campus. The schools were split by regions into Northern New England, Southern New England, Southern, North Central, and Western, or Northwestern Regions.

The following broad research hypothesis was developed: It is possible to differentiate among the member institutions by size, region, type of institution, and percentage of students living on campus with regard to the degree of policy formulation on each of the 18 topics.

I want to summarize quickly these four kinds of studies.

1. The only distinction noted among the institutions with regard to type was that church related institutions were more concerned about faculty drinking with students than were institutions of other types.

2. With regard to size: The smaller institutions had formulated more policies than the large institutions for handling off-campus misbehavior and faculty drinking with students. The institutions with over 5,000 students have given more attention to the formulation of student demonstration policies.

3. With regard to percentage of students living on campus, now. No differences existed among institutions having different percentages of the student body living off campus with regard to the degree of policy formulation, except in the case of premarital pregnancy.

4. The regional differences were most notable. We will be more specific later in print, but by way of summary: the North Central Region tends to express more concern for regulatory matters, whereas the New England states tend to be more liberal. The Western regions tend to be a pace-setter in the development of policies regarding controversial speakers and the use of contraceptives.

Certainly any of these kinds of results will demand a further investigation before they are particularly useful.

DEAN DUTTON: There are some integrative and summary comments that we would like to make regarding this 150 page document.

On the items related to sexual behavior, a large number of institutions, that is 40 to 60 percent, did not have policies.

In the area of the control of student behavior, for the most part, relatively high percentages of institutions had policies and these policies were usually formally adopted in a large number of institutions.

The issues of student demonstrations, student publications, and drug usage were not covered by policies in large numbers of institutions. These are areas of current concern and in the future they will probably be of even greater significance. In addition, nearly two-thirds of the institutions did not have policies on student records. In view of the possible intensification of these problems in the years ahead, it would seem very appropriate for institutions to formulate well thought out positions on these matters before crises are created when there may not be time to act wisely or formulate sound policies.

On most of the issues — I think this is significant — the content and purposes of the policies were related to the maintenance of control, order, standards, and institutional image. The educational development of students received little direct attention in the establishment of policies and the bases for these policies.

Generally, when violations of policies occurred the penalties imposed were less than suspension in severity. This was particularly true with policies related to the excessive use of alcohol, dress and appearance, women's hours, publications, controversial speakers, required on-campus living, and recognition of student organizations. Violations of policies on deviant sexual behavior, entertainment in residence hall bedrooms, and drugs resulted in suspension much more frequently, as you might expect. And this is probably a reflection of the more serious light in which these matters are viewed in the academic community and in the larger society.

Infractions of policies dealing with freedom of expression, however, most often resulted in penalties less than suspension.

A student government, acting independently, was not a major agency in **policy development**. On some issues students had an opportunity to influence decision making, but this was through representatives on a faculty-student administrative committee. Not only did the dean and his staff play a strong role in policy development, but the administration generally, without strong student-faculty involvement, had the primary responsibility for the establishment of policy on the 18 issues.

Some questions that the data seem to suggest:

Are the institutional approaches to the issues identified in the study those which tend to facilitate or hinder the learning process? I think we should all apply this question to every policy that we administer during the course of our work day.

Does the emphasis on control and maintenance of standards both in the policy statements and purposes of the policies reflect a tendency to establish policies from the viewpoint of institutional welfare rather than student welfare? In policy formulation, should institutional needs or student needs be the primary point of reference? Or, is it possible to reflect effectively, both institutional and student needs in policy development?

What insights do the data provide concerning the role of the dean and how he is perceived on the campus? In view of his heavy involvement in the enforcement of policy, can he be effective as a counselor, consultant, and stimulator of learning? Can he be all of these things at one time? Can he perform successfully both as a policy maker and as an enforcer of policy? If he is not the enforcer of policy, so that maybe he has more time for students and more rapport with them, who will perform this task?

Does this mean that we create a new agency to deal with discipline, exclusive of the Dean of Students operation?

Can a viable community of learning be established if the administration is the primary policymaking agency in the area of student affairs?

On some issues, many institutions did not have policies. Does this suggest that particular issues have not been of sufficient concern to warrant the establishment of policy, or have the institutions been negligent in failing to formulate institutional guidelines to deal with problems when they arise? Have we tended to establish policy as a result of confrontation and crisis rather than careful study and analysis?

With reference to the purposes and rationale of the policies, the response dropped off markedly. For example, if the total possible end was 154, on purpose, in rationale maybe only 60 people would have answered the question. Does this suggest that the respondents were tired of writing when they came to this particular item, purpose? Or does it suggest that too many institutions have not thought through very carefully the foundation for their policies?

CHAIRMAN ARMACOST: We want to again emphasize this is an empirical investigation which in effect says what the typical policy is, rather than what the policy should be. The results that we have here today may be suggestive, but there are other points of reference which we would be the first to suggest are even more important, beginning with your own understandings of your own institutional mission, the aims and purposes of your college.

General Interest Session B

Division of Association Personnel and Services

A REPORT ON THE NASPA-FDA DRUG EDUCATION PROJECT AND REGIONAL SEMINARS

Dean Preston Parr, Dean of Student Life, Lehigh University, Director of the Division, presiding.

CHAIRMAN PARR: This session is under the auspices of the Division of Association Personnel and Services, which has been the administrative arm of NASPA, having responsibility for the drug education project which NASPA has run during 1966-1967.

We were very much concerned with the fact that there was a new phenomenon sweeping the country. The Food and Drug Administration gave us a contract in support of the drug education project. We have just completed not only a national conference, which was more or less a prototype for the later regional conferences, but also seven regional conferences throughout the country following the regional organization of NASPA. Under the terms of the contract, these meetings were open not only to NASPA members, but also to other institutions.

We feel it has been a very successful project, and I think that there are two key elements in this: First, the use of the regional workshop as an educational device, but even more important, our good fortune in securing the services of the director of the project, Dr. Helen Nowlis, who brought to this undertaking a most remarkable background. First, as a social psychologist, with her husband, Vincent Nowlis, also a Professor of Psychology at the University of Rochester, she had some years ago done some research on the effects of drugs. More recently she has been Dean of Students at that institution.

There is no question that she has done a great deal for NASPA and for deans throughout the country. She is here tonight to report to you informally on the project from an overall point of view. It is with great pleasure that I present Dr. Helen Nowlis.

DR. NOWLIS: This project has been serious business. Almost everybody has said that he was never worked so hard before as he was either at the national or one of the regional conferences. As we began to delve into this problem, we found that it was an extremely complex problem and one which could not be looked at outside of the general context of many of the problems which we face in student administration.

The participants were very responsive. We were able to enlist the help of some of the outstanding specialists in the country. We had biochemists, psychopharmacologists, pharmacologists, social psychologists, clinical psychologists, psychiatrists, sociologists, anthropologists, administrators, and we tried to take the broadest look that we could at this subject. I think it would be fair to say that we probably raised more questions than we provided answers, questions that were very central to the whole enterprise of our relationship with the students in the college environment.

Almost all of the conferences had students involved in one capacity or another, varying all the way from one where they had one student on one panel to another conference where they actually had about 60 students as participants. If I had the thing to do over again we would have had many more students involved in all of them.

I would like to point out a few of the very unusual things about this project. The first one was its sponsorship. I think I am correct in saying this is the first time that the government has contracted with a professional association for a program like this. It was a pioneer effort, and one which many agencies in the government watched very, very carefully as perhaps a prototype of other educational programs. Another unique thing about it was that the Bureau of Drug Abuse Control is a very, very young government agency. It was created after the passage of the drug abuse control amendments in January of 1965. It really did not have a home and a staff until the summer of '65, so that it didn't have a lot of the tradition and the background that had to be changed, but at the same time, they didn't have resources that more established agencies had.

This was also co-sponsored, although not co-financed, by the National Institution of Mental Health, and by the Treasury Department.

The Bureau of Drug Abuse Control is rather unique because it is the first enforcement agency that has an enforcement arm and both a research arm and an educational arm, and we were its first major venture into educational programs.

Another very important thing about the project has been the use of the regional organization of NASPA.

As you perhaps are not aware, although you ought to be by now, drugs are gold in the mass media. Across the country we had interviews with the press, with the radio, with TV.

We started out with the assumption that if we were going to be effective we had to face honestly and openly all aspects of the problem and listen to people involved on all sides of the problem. I will be eternally grateful to all of the government agencies that were involved for being willing to tolerate this belief of mine. They have backed the project as an educational project to the very last man. If we are going to deal with college students, we must deal with them in a truly educational fashion and not in a propaganda, snow-job fashion.

Throughout the project we made the assumption that neither we nor anyone else could tell any given institution how to solve their problem. Our goal was to present the best possible, accurate information in an area where inaccurate information abounds, to point out not only what we know, but to clearly recognize what we do not know, and to suggest some of the areas in communing not only with students but with other segments of the academic community in this area.

There were three main things which made the whole problem much more difficult than it needed to be. First: a problem of definition of terms. If you believe that all socially disapproved drugs are bad for self and society, the chances are you will call them narcotics. Now, a narcotic is a very special term, and pharmacologically and medically, it means a drug which produces sleep and stupor and relieves pain. The main group of narcotics are the opiates, their derivatives, and the substances that have been synthesized.

In contrast to this, we have a legal definition — all drugs under the control of the Bureau of Narcotics. At least part of these have no relation to narcotics whatsoever. Cocaine is not a narcotic. It is a stimulant. Marihuana is not a narcotic. It is a hallucinogen. So we are in the curious situation where we have legally defined narcotics which are not narcotics but are comparable to drugs which only within the last 18 months have become of sufficient concern to be controlled by the federal government.

The students with whom we are dealing are not stupid. They have taken biochemistry and biology. They read, they talk, they have libraries at their disposal, and they are not to buy what they consider a very stupid lumping of drugs. For example, at one conference a

young man said, "I am sorry to have to say this, but I cannot have any respect for a law or a government that makes a law where the penalty for the possession of five marihuana cigarettes is equivalent to that for second degree murder."

This further gets compounded by the fact that although we have federal laws which govern interstate commerce and are suggested as the prototype for state laws, the state legislatures have made a great variety of laws which make even less sense from a purely logical, pharmacological point of view than do the federal laws.

Another thing which has made things very difficult is what I like to call selective perception. Drugs are an area in which many segments of the professional community have taken an interest. Each one of them has looked at the problem from its own particular background, training, theory, experience and interest, nowhere at the total problem in its total context. Even within the medical profession you have a very sharp cleavage between the clinical person who looks at it just as they do at any other drug, and the research person, who takes a completely different point of view.

It also gets tied up with what Charles Osgood has called "psycho-logic". In this area of an explosion in knowledge and technology, it is only human that we try to cut this complex world down to size, and what seems to happen is that we like to think in terms of opposites, bi-polar opposites. Not only that, but we define each one in terms of what it is not, and not what it is. The students have fallen into this, too, particularly in the case of marihuana, where they say, "If you can't prove it is bad, then by definition it is good. It should be legalized. It should be available," completely overlooking the fact that until the last couple of years, we have not known what the active ingredient was so that we could not do research on it.

The active ingredient has been synthesized and there is beginning to be some research which has the basic requirements of research.

But the response to any drug, any ingested chemical agent, is a very complex thing. It is a function of the dose, the level of dose, and with marihuana we have no way of specifying other than one, or two, or three, or four cigarettes. We don't know the strength or the purity of the content, so we can say nothing about the dose.

It is a function of the pattern of use. There are many drugs which, if taken once every 24 hours, are very good for you, but taken five times in one hour would kill you.

It is a function of the physical condition of the person who takes it. With prescription drugs, we rely on our physicians to tell us whether or not we should take a drug. Every drug is dangerous for some people under some conditions. Aspirin on an empty stomach in a young child can and has been fatal.

The effect of a drug is also a function of the setting in which the drug is taken.

I would suggest to you that the students are being a little bit more sophisticated about this than a lot of people are because in terms of pattern of use, they distinguish very clearly between the person who experiments and the person for whom the use of a given drug has become, at least temporarily, incorporated into their life pattern. And they are even more sophisticated in that they distinguish amongst heads. You have the pot head, for the person who has become involved with marihuana, the acid head for the person who has become involved with LSD, the amphetamine head or the benny head for those who have become involved with amphetamines. And don't think that the glamour drugs are the only ones that are abused, because amphetamines, barbiturates, various combinations of the two, and tranquilizers are far more widely abused than are the glamour drugs.

We have spent a lot of time in our conferences trying to look at the reason why students take drugs or are interested in drugs. With Richard Blum of Stanford, Kenneth Keniston of

Yale, Malcolm Bowers of Yale, and a variety of other people who have made a study of the current student their main research area, we have explored a lot of these. Needless to say, the one thing we can say with certainty is that the reasons are varied and that we make a great mistake if we assume that it is all for kicks, or it is all for self therapy, or it is all the seeking of new experiences, or that it is all searching for cosmic truths.

What does this mean for us as administrators? What are the perimeters of the problem which we have to explore if we are going to come to any intelligent way of dealing with these problems?

In this area, we went all the way from a pretty complete revising of the curriculum, redefining the role of the dean of students, looking at education both in and out of the classroom in terms of a broad, sweeping attack on it.

We also explored some of the difficulties which we face: what the trustees and the community will say, the posture of the university re the laws of the community, the state and the nation — the total gamut.

I think if we came to any conclusion at all, it was that we really had to go beyond our public statements, beyond our rules and regulations, beyond our disciplinary procedures, or lack thereof, and begin to look at some of the basic values of our institutions, because it was only in terms of agreeing on values that we could ever come out with anything that made sense to the students or to us as educators.

. . . A question and answer period followed . . .

General Interest Session C

Division of Professional Development and Standards

THE DILEMMA OF PROFESSIONAL DEVELOPMENT — SOME POINTS OF VIEW

*Dean Robert Etheridge, Executive Dean for Student Affairs, Miami University of Ohio,
Director of the Division, presiding.*

CHAIRMAN ETHERIDGE: We are in the midst of great ferment as far as higher education is concerned. We have been issued a challenge, and we have probably more power on the campus to do something about the educational process than any of us realize. How do we develop individuals to move into this arena of excitement?

The current Chairman of the Commission on Professional Development within COSPA, Dr. Ivan Putman, will trace for you the development of the various statements that have been made relative to the responsibilities for training with the COSPA flavor.

Secondly, it will give me a great deal of pleasure to present Dr. Clyde Parker, of the University of Minnesota, who has had a great impact on the Commission's deliberations by his thought-provoking questions and understanding of the responsibilities inherent in counselor training as it relates to our program of training.

Thirdly, it gives me a great deal of pleasure to introduce my old major professor at Michigan State, Walter Johnson.

DR. PUTMAN (Director of International Student and Faculty Programs, State University of New York): The Council of Student Personnel Associations in higher education began several years ago as the Inter-agency Coordinating Committee and finally changed its name to something that represented a little more what it really is.

The first thing that we tried to do was to prepare a statement on the professional preparation of people for student personnel work. It was published in 1964 and described a master's level program, with a common core that all of us felt was important to the training of people in the field in general. Then each of the associations designated those areas that it felt it needed for its specialty. We were not attempting to dictate how they were organized into courses or how they were set within a particular campus program.

Since then, this COSPA Commission has done two or three things that are of interest. One was to take over the former NASPA careers brochure, to revise it and issue it for the use of all associations in the Fall.

A second thing that we are working on is a statement of guidelines for programs for professional preparation. This has been worked out, actually, in cooperation with what is called the Inter-Association Committee or Inter-Divisional Committee of APGA, of which Lee Isaacson of Purdue is the chairman.

The latest thing we have been concerned about is accreditation procedure for guidance and student personnel work. A meeting was held in Washington in mid-February in which nine of the 10 then COSPA member associations were represented, including various representatives from APGA. We will have a long-range, joint committee to draw up some kind of a plan for proposal to the National Council on Accreditation.

So far as COSPA is concerned, we are in no hurry for this. APGA seems to feel that there is an immediate need for accreditation in the school counselor area, and two of the COSPA organizations — the NAWDC and ACAC, the admissions counselor people — are also quite concerned. They are collaborating with the APGA Committee to make some short-term representations to the NCA to get them to use the APGA standards in this field and to accept nominations from this joint committee for people to do the accrediting of the preparation programs in this field.

We are quite concerned about getting the higher education training programs caught up in accreditation procedures that may be appropriate for the secondary level.

CHAIRMAN ETHERIDGE: I should like now to introduce Clyde Parker, who comes to us with a viewpoint, as I suggested earlier, that relates to the role of counseling in the preparation of student personnel administrators.

DR. PARKER (Professor of Education, University of Minnesota): One of the problems in talking about the role of counseling in the preparation of student personnel workers — is that I have discovered in the last few years that people really don't know what I am

talking about when I talk about it. I tried to look carefully at the broad field and see whether or not what I had learned as a counselor and what I could teach as a counselor-educator had any applicability outside of the counseling office. As I did, I began to look at student personnel work as having several dimensions. I will name these dimensions and then try to relate some of the things that I think go into counselor preparation to those continua.

One of these continua is what I would call the educational versus the service function in student personnel work. It feels great, you know, to listen to someone like the speaker tonight and get the feeling that we are all educators and our job is to educate. But I think we have to be realistic and realize that much of what we do is better tabbed a pure and simple service than it is an educational function.

For example, I would put on one end of the continuum some of the things that are done by some of our student activities staff that are educational in nature. Our new human relations program is distinctly an educational function. I would put near the end of that continuum counseling as an educational function.

On the other end of the continuum I would put things like the registrar's function. To a lesser degree there is the admissions function. Someplace in between, housing and student health — somewhere between service and educational functions, in my mind. That is what I mean by a continuum of education to service.

Another continuum is individual to group. The health service function is largely individual. The counseling function is largely individual. Student activities are done largely in groups. Housing is largely a group function, though there are many individual things in that. Admission, depending on the size of the institution, is something done by computer and handled with huge groups at a time and sometimes done individually. The registration function is basically an individual function, though in some places it can be done by a group. The record keeping function is done with one individual at a time — at least in our institution it is.

Another continuum that I was able to describe, I think, is the personal versus the impersonal. At our institution admission is a very impersonal thing.

The record keeping function is very impersonal, whereas such things as are done in the foreign student office are largely personal, though there is some impersonal documentary work done there.

Another dimension that I was able to identify was a dimension that I put from facilitative to controlling. Much of what student personnel workers do is unpleasant, it is controlling, it is limiting, it is putting the lid on to preserve the sanity of the institution. But much of what we do is facilitative and growth-producing and educative.

Traditionally we think about counseling as educational, individual, personal, and facilitative. If that is true, and that is all it is, then you cut out much of what student personnel workers do.

One of the early things I had to come to terms with was the dichotomy that counselors have built between administrators and counselors. I think what is happening to counselors as well as to administrators, as I read the literature, is that both are beginning to see their responsibilities in much the same light. If you read the modern administrative literature, you read about administrators' being agents of change. If you read the recent counseling literature, you are reading about counselors' being agents of change. Administrators are talking about controlling the entire environment and setting up a climate for learning or an ecology, to use the speaker's word tonight, the very word that counselors are beginning to use. There is a coming together, I think, of the forefront of thinking in both of these fields.

Well, I guess what I would go on to say is that as I think of counseling as being concerned primarily with individual growth and the differences that necessitate that, with how people learn, with personality development, with instruments of measurement, and then, of

course, the thing that counseling is most closely identified with, interviewing and personal contact; it is difficult for me to see very many functions in student personnel work where this kind of background and training are not applicable.

DR. JOHNSON (Professor of Education, Michigan State University): We have done quite a bit of changing in the program that we offer in our institution over the past 10 years or so. Actually I think the first course we had in student personnel work was in 1950. We offered it as an experimental seminar. I guess my thesis, if I had one at all, is that this is a kind of mutual enterprise — mutual concern. It is a teamwork operation in which it is not either-or, but it is both and more.

Some of the things that I think are important to include and keep in a program of preparation, built on the thesis that there is some degree of professionalism in student personnel work, are probably these:

First of all, we have to mix some theory and practice. There is some reason for theoretical concerns and theoretical foundations upon which practices are built. But theory alone doesn't help you when you have to face the hard, cold decisions.

We have probably emphasized accreditation too much. I think we are still very much in a state of emerging, at least as far as higher education is concerned. We are not ready for this, even though there were 62 institutions last year which submitted institute proposals for personnel work in higher education.

On the other hand, there can be a proliferation of very mediocre programs developing with poorly thought-out procedures and ill-equipped staff. So these kinds of things mean we have to wait until a few more deans of students retire and become professors to get enough programs, I guess.

What are some of the developments that I think are taking place? One is that there has been some pulling away from the traditional counselor preparation programs of at least part of the program of preparation for college personnel administrators. This has been partly the result, I suppose, of the fact that counselors don't always make good administrators. They are not built for decision-making, temperamentally or psychologically.

There is some recognition that the focus may be a little more in terms of working with groups than it is with the individual as an individual. This has, I think, made much more popular the field of sociology and anthropology than just the field of psychology, which was very sacrosanct for a long time as the principal discipline for anybody in student personnel work.

There is a recognition also that you can be a good student personnel worker probably in terms of understanding human behavior, human relationships, and how the individual psyche operates, but there has to be the awareness of management problems and management functions that are closely related.

A more recent development is the awareness that not only do we have to know how to be administrators and counselors, but we ought to know a little bit more about the nature of the college student himself and his environment. This, of course, is a very salutary development, but in the last couple of years — and that is just about how recent it is — there have been springing up courses on college campuses related to the preparation of student personnel workers on something of this type: *The College Student and His Environment*, or *The Campus Environment*.

Another facet we recognize is that college personnel administrators have to see their relevant role on the campus and their relevant relationships to their colleges — other pro-

fessional colleges. We recognize them as educators and incorporate some aspect of the program to include this.

There are some other issues. To what extent shall we have a common corps for the various kinds of personnel functionaries, including counselors? We will find programs where there are master's degrees offered in student union programs, in housing, in counseling. But to what extent can we set up special programs at the master's degree level, and I would hesitate even to suggest, at the doctor level, which would be so highly specialized that we would have only one professional string on our bow?

If you analyze college personnel work, you will recognize that it is a college of heterogeneous specializations, or functions.

Another kind of common corps concern is whether the junior college, the small college, and the large university functionaries can be prepared in a common program. I think there are many ways in which this can be done effectively. There is no particular reason why the understanding of a student in a number of different settings can't be sufficiently in common so that this is part of a common corps.

Such problems of budget making and admitting students can be integrated in the later part of the program where you can have different practica for the purpose of helping the individual achieve a greater understanding of his particular level or area in which he is working and seminars where you can pull together all of the things you know in general and focus them on some of the things in particular. This, in a broad way, is at least part of the formula that I would put forth.

One other issue in connection with the thesis that I started with is the great importance of establishing a teamwork relationship between the practitioner and the professor. The importance of doing this means that we have to work very carefully together and talk a lot of things through about what goes into the didactic and the content programs, and what kind of experiences will be obtained in the practical setting of the internship, which typically would be supervised by the practicing persons themselves. There is a danger of using the graduate student as an errand boy or a clerk. These have to be extremely meaningful experiences or we drive them out of the profession.

By the same token, I don't think we have to apologize for the fact that in internship practica, either the paid or the unpaid kinds, the individual can perform some useful work and some useful services as part of that experience.

. . . A question and answer period followed . . .

General Information Session E

CURRENT LITERATURE IN HIGHER EDUCATION AND BEHAVIORAL SCIENCE: APPLICATIONS TO STUDENT PERSONNEL WORK

Dr. Donald Robinson, Professor of Higher Education, Coordinator, Graduate Studies in College Student Personnel Work, Southern Illinois University, presiding.

CHAIRMAN ROBINSON: My role and function is to develop the rationale, a little bit of the background, and indicate, if it is possible, some of the trends at this time in literature, particularly relating to students and the field of student personnel work.

The rationale is threefold: to apprise the field of some of the current literature that we ought to have a speaking acquaintance with, to stress some items that may be of practical significance, and in terms of a long range goal, to contribute to the professionalization of the field, to the extent of being well-read and currently informed.

Parenthetically, I think one could also well contend that a major thrust in student personnel work is continuing effort to find meaningful ways to communicate better with faculty. As President Williamson would phrase it, "to fraternize with faculty might well be better achieved as we become recognized as scholars in our own right." The latter depends as much, or more, upon our research, which is not our mission, as on becoming informed readers, which is our mission.

It happens to be a personal bias of the speaker that in addition to being well read and informed on college student culture and student personnel work, we also need to be well read in the broader field of higher education.

Dr. Dibden will take us far afield to areas of philosophy, the curriculum, the college teacher and system building within higher education. To be sure, this is a quite complex task, because as one breed of specialists, we tend to dabble in the domains of many disciplines: the philosopher, the behavioral scientist, the administrator, and the counselor.

Turning to some of the trends of the literature in 1966-1967 that relate particularly to students and the field of college student personnel work, Dibden will again pick up the areas of curriculum and the college teacher philosophy.

There are lots of books relating to the college student; very few relate specifically to college student personnel work. As of last week, there were two new works of some importance — Newcomb's latest study, *Persistence in Change*, a 25 year follow-up of Bennington College student body, and Lloyd-Jones and Estrin's very excellent book of readings *The Student and His College*. In terms of range, the work that was written in the past year relating to students has ranged from very tight, empirical studies and surveys, such as Scott's evaluation of attitudes and values, and the impact of organizational structure with particular reference to fraternities and sororities on these; to Williamson and Cowan's study of the American college's freedom of expression; to reports based on empirical study and theoretical considerations, again, such as Newcomb and Wilson's *College Peer Group*; Dennis and Kauffman's editing of the 1965 ACE meeting, in which we have important statements by administrators, student personnel workers, behavioral scientists, and students. And to liven things up, the Group for the Advancement of Psychiatry published a work called *Sex and the College Student*.

Then, of course, we move on to the whole rash of very impressionistic work, such as Mallory's *Ferment on the Campus*. There have been among this group at least five books focusing on the radical student in our midst. One definitive work on the drop-out, and what to do with him is the work of Pervin, Reid and Dalrymple. And a good historical case study of treatment programs for the superior student, cutting across many lines: curriculum, selection, counseling, special problems, many relating specifically to student personnel work, such as housing, and their concerns about how they are housed.

However, there have been no major works in the past several years on what Lloyd-Jones calls the backbone student: Mr., Mrs. or Miss Average Solid Citizen. Here is a fertile field for the writer in our midst, even if it is apparently unglamorous.

To carry this theme just a little further, the majority of the work about the radical has not been written by behavioral scientists, and obviously not by student personnel workers, but rather by reporter types, or by students, or one or two years removed new graduate students. Thus they are impressionistic, but also containing over-generalizations and much extravagant language.

Katope and Zolbrod's *Beyond Berkeley*, is an excellent book. It relates somewhat to the radical student, but cuts across many lines. It contains several good essays on the nature of the university, ranging from Newman to Whitehead, to Taylor, to Kerr, essays on "The Nature of Liberty with Responsibility," ranging from Plato to Thoreau to Rossiter; and a good, though now historic, treatment of the Berkeley phenomenon. Most important in this book, though, particularly for a student personnel administrator's morale on those days when it looks like the walls are caving in, is Rochelle's account of life in the middle ages. Would you believe, for example, hanging a student for protesting university policies? This happened.

McGrath's *Universal Higher Education* is a scholarly collection of papers by Kominger, McConnell, Pace, Sanford, and the others, which comprehensively treat the nature of higher education in the future, from their point of view, that is, universal higher education in the year 2000.

The Managerial Revolution in Higher Education, by Ruark and Brooks, based on a questionnaire study, points up many of the directions being taken in many universities relating to both systems, development of managerial systems, to the allocation of space, to new forms of cabinet administration.

Finally, Marker's summary of a conference held at the University of Iowa on *Computer Concepts in Educational Administration*.

So with this brief over-view, we will turn now to Dr. Arthur Dibden, who will survey the areas of college curriculum, college teaching, and philosophy.

DR. ARTHUR J. DIBDEN (Professor of Higher Education and Philosophy, Southern Illinois University): Being current on trends, ideas and issues in American higher education is for some a fad, like keeping up-to-date on fashions in women's dresses, or new automobile designs, or rockets and space travel. For others, alertness to the developments in the enterprise and ecology of higher education is a part of the job of being a member, not only of the institution, but being alert, as it were, not only to one's own seat in the bus, but to other seats, to the bus itself, and to where it is going.

I shall use my current base in the department of higher education as a device for the organization of topic and comment. Our department's doctoral program seeks to prepare future practitioners such as academic deans, student deans, business managers, institutional researchers, or professors of higher education.

For this task it needs not only appropriate internships and supplementary courses from various schools of the university, but also its own scholarly grasp of the extent and texture of the domain of higher education. Our courses represent our current estimates of the studies appropriate to that task. I shall use some of my own course responsibilities and other experiences for this commentary and outline.

1. *History*. Recent books of interest for the study of American higher education in its historical form are Laurence Veysey's *The Emergence of the American University*, 1965; George Peterson's *The New England College in the Age of the University*, 1964.

But the book I would generally recommend to anyone not familiar with the story of American history in higher education, is Frederick Rudolph's *The American College and University, a History* — a scholarly, comprehensive, lively and relevant book, indicating that the professional historian is discovering that the domain and enterprise of higher education is a legitimate and important field of study.

2. *The College Teacher and College Teaching*. In the course I try to deal with the general context in which the college teacher operates in higher education, its tradition, its exemplars. And if readings and time permitted, I would turn to history, to sociology, to reports, to economic studies, and to the latest anthology from the American Council on Education. I would also deal with the particular context at the individual college or university in which he would operate. Then turn to his work as an institutional worker in that institution; his being an organizational man who must deal with problems of committees, his guild memberships, salaries, secretaries, facilities, janitors, and the larger problems perhaps of governments and academic freedom and professional ethics. I would consider too the teacher as scholar, the intellectual who must discover and develop deposits of learning for himself, that he may be a transmission embodiment of his learning to others. Obviously in this study there will be an account of the college student as learner, and of the nature of learning, of the curriculum as the focus and the frame of instruction.

Then finally, to what I think defines the teacher, the act of teaching, his act of confrontation of subject matter, and the student in a definite setting. Involved (in this action) would be preparation and scholarship, planning in regard to the curriculum and the particular course, presentation to students in class. Then evaluation of the teacher and the student; also of the plan and the presentation of the ideas and the relationships.

The reading possibilities for such a course are very wide and very different. There are several surveys and anthologies available among the latest of which is Calvin Lee's edition of *Improving College Teaching* based on papers in a 1966 conference.

One suggestion is that those interested in this might look at some sketch or biography, perhaps along more contemporary lines than those of Houston Peterson's edition of *Great Teachers* of some years ago, to see just what it means to be an outstanding college or university teacher at work.

3. *The Curriculum and Other Academic Ventures*. One of my courses deals with curricular design and policy, an attempt to study both the institutional setting, and the academic principles and contents developed and expressed within that setting.

First, **graduate schools**. The book to read here is Everett Walters' *Graduate Education Today*. These 13 essays in the book by various present or recent graduate deans provide relevant insight and information on current issues in graduate education. One theme here is the old problem of teacher preparation in the graduate school. Another theme is the humanities versus the sciences.

Secondly, in the **college of liberal arts and sciences**, and the problem of liberal education, I find a certain paradox in the discussion.

One article I would recommend is James Perkins's recent article in *Liberal Education*, for March, 1967, on liberal learning and the learning community.

There are many books appearing on curricular construction, but many, though not irrelevant, do not deal directly with higher education. Many are written by teachers concerned with the public schools, who also teach courses on the curriculum in colleges of education.

One book I would mention tonight is Paul Dressel's *The Undergraduate Curriculum in Higher Education*. For anyone thinking about or working with curricular problems, I would recommend the intelligent suggestions in Chapters 4 and 5 of "Principles and Proportions of Curriculum Construction."

4. *General Education*. Daniel Bell's *The Reforming of General Education*, is a major contribution to the literature about general education. Though written with explicit reference to Columbia College, the book also deals with Harvard, Chicago, and other colleges.

It surveys the national scene, and the national setting of higher education today. It discusses developments in higher education generally, the problems about liberal education, of professors, students, and institutions, and the nature of disciplines.

5. *Academic programming and university seminars.* Is there some professor you know who is distraught by the multiversity, overwhelmed by the prospect of student numbers, unable to talk with colleagues because of their symbolic professional systems, unwilling to get into problems of university governance, who wants to retire to his cubicle and typewriter, who does not remember the days when people apparently talked to each other in the college?

His way might be changed and some broad intellectual fellowship might be enhanced if he would look into Frank Tannenbaum's *A Community of Scholars*, about Columbia University Seminars.

Reports. Two I would mention are the Muscatine report on the education at Berkeley, the Sheffler report on graduate education at Harvard, and in a slightly different form and with a different base and audience, Joseph Cohen's "The Superior Student in American Higher Education."

Some Comprehensive Interpretations of Higher Education. One example of a comprehensive, conceptual over-view of American higher education is W. H. Cowley's, *A Wholistic Over-view of American Colleges and Universities*.

The manuscript is an expanded course outline, and part of its value lies in its organizing and systematized concepts, such as values and purpose, history, environments and subject matters, characters, images, products, controls, policy, resources, persons and positions.

This book is not a history, although it reflects history. It is not a research report, like those of Stern or Pace, though awareness of these is not lacking. It is not a work of specialized scholarship, nor is it a conventional over-view about administration and curriculum and students, and so on, like Keniston's *Policies and Practices in American Higher Education*.

What Cowley has provided is a classification of concepts and perspectives . . . an analytic system. Only time can tell how his wholistic over-view will wear, but it is one of the few attempts known to my limited experience, at a conceptual grasp of the whole ecology of higher education.

Since of books there seems to be no end, and of discussion no settled consensus, I shall declare my own temporary cessation, and leave to what an earlier generation called "the gentle reader," the next chapters in these delights and dilemmas of interpreting higher education.

REV. JOHN EDDY (Graduate Intern, Southern Illinois University): Marshall McLuhan has said the trouble with our generation is we suffer from information overload. So on this premise, I am going to try to zero in on only five books: McGrath's *The Liberal Arts Colleges' Responsibility for the Individual Student* is for those of you who are so busy carrying so many jobs that you have only one book a year to read. Though the focusing here is primarily on the liberal arts college, we still have a comprehensive survey covering everything from test taking to defining institutional goals, and interpreting the concern for students.

William A. Scott's *Values of Organizations* is a one-campus study done at the University of Colorado.

The College and the Student by Dennis and Kauffman, contains 46 different essays, by administrators, faculty members, public officers, and students.

Kauffman's own chapter on the student in higher education is especially useful to student personnel administrators, as is Graham Blaine's chapter on college students and moral values. He says something rather significant here when he says, in the three areas that he researched, sex, drugs, and extremism, there seems to be no radical change in the last 20 years. Blaine has written another book in which you might be interested, *The Youth in an Affluent Society*.

The New Student Left by Cohen and Hale is an anthology of radical student statements that have appeared in many periodicals since the early sixties. The students speak for themselves, and they write with a kind of eloquence of expression seldom found in some of their professors' articles. However, sometimes, they write with the hot passion and loaded emotion which clearly gives more heat than light.

Continuing with this theme of unrest and ferment, we have David Mallory's *Ferment on the Campus*, a survey supported and commissioned by the Student Personnel Institute, of issues that have provoked intellectual ferment in some 11 different campuses, across the country.

Moving to student selectivity in higher education, Keat's *Sheepskin Psychosis* is as clear a reworking of the old theme "College Ain't For All" as any book I have read. "I cannot believe," says the author, "that a college education would be a good thing for everyone. Instead of building all these junior colleges, or community colleges, I think it would be better to improve the content of our high schools." This book does not give a very good empirical base, yet, I think it is a good book to read because it is probably one that college students and even their parents will be reading.

Sex and the College Student is a summary of a four year committee effort by the Group for the Advancement of Psychiatry, or GAP, for short. And they do fill a gap here. There is no shortage of case examples from homosexuality to the popular pounding board *in loco parentis*. I think this is an excellent book for bull sessions and one that we might well read.

I think we should go out and read these books, these primary sources, and not just hear the reviewers review them.

MR. FREDERICK B. ZOOK (Resident Counselor, Southern Illinois University): I should like to begin with a quote from Lewis Mayhew's *The Literature of Higher Education in 1966*. He says, "One must hope that the state of higher education in 1966 is better than that of the monographic literature which is intended to explain, interpret or reject it. The 86 volumes, large and small, present a dreary panorama of compilations, anthologies, polemics, and an occasional report based on research and scholarship. Of course, there are some salients of quality."

The question needs to be raised, I think, regardless of the numbers of books published or the quality of their contents, is: Are they being read by student personnel workers?

President Williamson has repeatedly stressed the need for those of us in student personnel to read in cognate fields as well as our own field. One such book would be Nevitt Sanford's recent book, *Self and Society*, primarily a compilation of articles and essays that he had written in the 1940's and 1950's.

The major aim of the book is to help construct a basis in knowledge for planned action affecting individuals and groups. Sanford's basic concern is with how to develop each individual's potentialities as fully as possible.

Colleges and universities should be conceived, first of all, as institutions for human development. Their primary objective is not the maintenance of stability, but the creation of sufficient tension to encourage movement, and the development of the human personality.

His belief that mental health is not necessarily synonymous with personality growth or maturity, forms a solid base for a dynamic theory whose emphasis is upon creativity not conformity, change not stability, man as victor, not as victim.

One of the most recent books published, that speaks to a topic that we are all very much interested in is the Williamson and Cowan book, *The American Student's Freedom of Expression*, a study spawned by NASPA. The basic purpose was to determine how free students are to organize themselves and to express their views. They inquired of 1,000 colleges and universities, and they asked questions of the presidents, dean of students, student body presidents, and student newspaper editors.

The findings are too numerous to summarize at this time. But for those interested in a rapid, non-statistical summary, read Chapter 8, entitled "Where is Freedom Enjoyed?"

They end their book with this challenge by John Stuart Mill: "The practical question, where to place the limits, how to make the individual judgment and social control, is a subject on which nearly everything remains to be done." All university administrators, deans and counselors may profit from reading this book.

Books written by students about themselves include Jack Newfield's, *A Prophetic Minority*, an attempt to analyze the growing mood of discontent among an important minority of young people, the new left.

Otto Butz's, *To Make a Difference*, a student look at America, its values, its society, and its systems of education is an illuminating and moving statement by a group of college students in many different disciplines, attending San Francisco State College.

Nicholas Von Hoffman's *The Multiversity*, a personal report on what happens to today's students at American universities was an outgrowth of a long *Chicago Daily News* study on the University of Illinois. It offers quick reading, but nothing really profound.

Now, in terms of people leaving college, *The College Dropout and the Utilization of Talent* by Pervin, Reid and Dalrymple, is a book that I think deserves consideration. The rising number of students entering higher education has been accompanied by a rise in drop-outs. The deans — you people — are responsible for formulating their institutions' response to the challenges of the drop-out phenomenon. You will find a multitude of pertinent facts and opinions presented in this book. However, do not look for a single answer, because it is not available.

I should like to spend the remaining couple of minutes commenting on two monographs recently published. The National Association of Women Deans and Counselors, under the editorship of Dr. Elizabeth Greenleaf, who is also president of ACPA, has prepared a monograph entitled *Undergraduate Students as Members of the Residence Hall Staff*.

This document offers guidelines to a college developing the residence hall program best adapted to its particular needs, and this is the point that they stress — to that particular need of that campus.

Secondly, Paul Bloland has prepared an aid in the ACPA student personnel series entitled *Student Group Advising in Higher Education*. This monograph has particular relevance (I think) to student personnel workers, because as our campuses grow larger it is through the meeting with groups that we will reach the individual student. Bloland's monograph is concerned specifically with the role of the adult adviser to student activities and organizations.

Tonight we have dealt primarily with books and monographs. This does not mean to suggest that we believe that the periodical writings are any less important. We are indeed aware of the many excellent articles published in the professional journals. And also, I would like to stress that many dissertations, whether published or not, are worthy of our attention as a potentially important area for research and scholarly writings.

CHAIRMAN ROBINSON: Exercising the prerogative of the Chairman, and after a quick, subliminal poll of the other members of the program, I think in going back over this rather rapid survey of perhaps 50 or 60 works, if I were to single out 10, they would be the following:

Estrin and Lloyd-Jones' work on *The Student and His College, A Book of Readings*, is without doubt a must.

Cowley's *Wholistic Over-view of American Higher Education*, in terms of building this better community with our teaching and other administrative colleagues.

Keats notwithstanding in terms of the *Sheepskin Psychosis*, I think McGrath's *Universal Higher Education* would be a third.

Rudolph's *The American College and University, A History*, would be a fourth.

Newcomb and Wilson's *College and Peer Groups* would be another in this group.

Katope and Zolbrod's *Beyond Berkeley*, though Mayhew doesn't think quite as highly of it, I think it is an excellent work.

Kauffman and Dennis's *The College and the Student*.

Sanford's (obviously), *Self and Society*, which is the best treatment I know of this developmental point of view.

Williamson and Cowan — not because the Dean is your President this year, but for their study of the American student freedom of expression.

Finally, though of a statistical nature based on a statistical survey, I would include Ruark and Brooks' *The Management Revolution*.

... A question and answer period followed ...

General Interest Session F

INTER-INSTITUTION COOPERATION IN STUDENT LIFE AND SERVICES

Dean Wheadon S. Bloch, *Dean of Students, University of Missouri at Kansas City, presiding.*

CHAIRMAN BLOCH: This particular session has grown out of some interest which has been expressed about what kinds of things can be done in an inter-institutional setting in the area of student personnel, both in terms of its services and in terms of student life.

Our format tonight will be a talk by Dean Tollefson, the Associate Director of the Kansas City Regional Council for Higher Education, followed by some response from a group of the deans who sit on the Dean of Students Committee of the Regional Council. These include: William Boucek, Associate Dean of Students, Ottawa University, Kansas; George F. Brock, Vice President in Charge of Student Personnel Affairs, Missouri Valley College; Carroll Glenn, Assistant Dean of Men and Director of Student Housing, Rockhurst College; Dean of Students, Northwest Missouri State College, Charles Koerble; O. B. Parker, Vice President and Dean of Students, Tarkio College; Dean Laverne, Dean of Students at Metropolitan Junior College, Kansas City.

DEAN E. TOLLEFSON: Tonight we talk about what cooperation is — the forms it takes, the form that it has taken in Kansas City in particular — and then go on to discuss briefly the work of two committees, the Dean of Students Committee and the Student Body Officers Committee.

American higher education in this half century is being confronted with problems which are almost overwhelming. They grow out of sociocultural changes which have been progressively demanding attention by the collegiate establishments, and now apparently will be put off no longer. Exploding enrollments and unprecedented expansion of knowledge together confront institutions with severe resources problems, whether we are considering financial, material or personnel resources, or all of them together.

But just meeting these problems is not really enough. There is the critical and current need of meeting these problems creatively, of developing new programs and institutional practice which suggest uniqueness and are more attractive and can not only hold onto students, but faculty and staff, and hold them well with high morale.

There are, of course, many approaches to this promised land of institutional operation. There are some very new approaches, and others hold an aura of newness because they are becoming more and more attractive. In the latter category, one such development is inter-institutional cooperation.

Cooperation may take many forms. There are bilateral and multilateral arrangements. There are cooperatives which function within a distinct and limited geographical area and others which function with some considerable distances between the member institutions. There are single purpose and multi purpose operations. There are combinations which include only similar kinds of institutions and there are others which include quite dissimilar kinds.

The variety of programs carried on by these cooperatives is equally diverse. Obviously, I cannot do justice to this complex subject, since time is limited. I should like, then, to conclude this all-too-brief introduction by encouraging you to look for a report on consortium soon to be published by the U.S. Office of Education. Dr. Raymond S. Moore has completed the first nation-wide comprehensive study of cooperation in higher education, and his findings will soon be printed. A letter of inquiry to the Office of Education will not only help to speed the publication of that report, maybe, hopefully, but also may place your name on the list for initial receipt of this document.

What are the major purposes of inter-institutional cooperatives? Mainly, they exist to enhance the educational programs of their member institutions and to increase the efficiency of institutional operation. The consortium exists to provide more students with access to special faculty talent and special knowledge, or special services, while at the same time reducing expenses which institutions must bear alone. Cooperation for some may well be a condition of their survival.

The Kansas City Regional Council for Higher Education was created in an effort to utilize the potential to be found in mutual assistance. In September of 1962, the presidents of nine area colleges and universities located in two States — Kansas and Missouri — organized the Council. The support from this operation came in part from membership fees, and in part from a grant from a Kansas City foundation.

Today, the membership of the Council is at 14 colleges and universities which support in equal financial shares the total operating budget. The Kansas City foundation has renewed its grant. The membership of the Council includes three public and 11 private institutions, including a multi-purpose university, a large state college, a comprehensive community college and an art institute and liberal arts church-related colleges. The combined student enrollment totals over 32,000, with the total number of faculty and staff exceeding 2,200.

The Board of Directors of the Regional Council is comprised of the presidents of the member institutions. Projects proposed by the committees of the Council are finally approved by the Board before being pursued in action.

The wide variety of institutional styles in our membership adds greatly to the stimulation and challenge of the work of the committees. With the number of personnel involved,

individuals from all institutional strata are included — staff, faculty and students. In our operations, we are rather highly centralized; however, we are experimenting with decentralized project direction. In this setting of centralization, projects with high priorities can be quite aggressively pursued.

The remaining part of this evening's discussion will indicate the experience of the personnel of the Kansas City Regional Council for Higher Education in building a consortium program of Deans of Students and Student Body Officers. To my knowledge, it is the only program of its kind in the United States.

The Deans of Students Committee was originated about a year and a half ago and it has become one of our most active and productive committees. It began its deliberation on student health services, and from that early discussion has grown a health service study and a project for the joint purchasing of student health and accident insurance.

A food service survey was conducted so that more adequate comparative data might be made available. As a result of the findings in the survey, one institution is right now taking a hard look at the cost of its contracted food service.

Student housing programs have also been considered. Staff arrangements, operational problems, student activities programs, student judiciary matters have been discussed. Counseling services have also received attention. At the last meeting of the deans, last week, the possibility of sharing the services and costs of psychiatric services was considered. In response to the confusion surrounding the current draft law, the deans developed a statement on needed modifications in the Selective Service system. This statement was endorsed by the Board of Directors and copies are being sent to 70 or 80 governmental offices.

One of the very significant developments in the Regional Council this past year was the organization of a Student Body Officers Committee comprised of the student body presidents and two or three other officers from each campus. This group has now reached a stage of development where significant ventures are being undertaken with high enthusiasm.

The students began last Spring by considering whether or not they had common interests and concerns. I worked with that group, and I can't tell you how stimulating it was to see them at work on such a question — very experimental, very open. How did they view their role in student government? What were the functions of student government? What ought they be doing as student government leaders?

The process used in these meetings is the small group discussion method which facilitates the maximum interchange of ideas and very extensive involvement. Through reports, where duplication of reporting is discouraged, maximum group movement can be achieved.

The students considered a wide variety of problems, but somehow when meeting with other student officers, the perspective on small problems changed. The theme they finally selected was: Improving the Climate for Learning. Sub-topics include: student-faculty relations; curriculum and instructional evaluation; cheating; student academic freedom; student activities, with special attention given to student academic clubs; new student orientation; student newspaper; class-cut policies, and the role of student government in each of these. One of the projects growing out of this decision was a review of orientation programs.

Through common endeavor, the higher educational institutions in the region can collectively confront the large and complex problems which they each face in their own work. In addition, it is useful for the public to know that the regions, colleges and universities are striving to meet crucial needs.

Committee participation also allows for the examination of problems which colleges and peers share in common. Even though campuses differ, problems often are not really as different as initially presumed. As the work of a committee progresses, there is the resulting effect of improved morale, for problems begin to be more manageable.

In addition, there is the longer view of what is really possible to achieve; those possibilities which student and staff and colleges hope some day to realize in their work. Meetings provide a continuing opportunity for those with similar responsibilities to work toward their larger hope.

Finally, committee action sometimes helps to break stalemates which can develop in any organization. If, for instance, a dean returns to his campus and says to his president, "The proposal we have often discussed before but not reached a decision on is now in effect on most of the other campuses — now what about us?", or if a president has accepted a course of action suggested by one of his staff and then finds judgments at other campuses being made to the contrary and for compelling reasons — in both cases isolated judgments come under heavy fire.

If you have marginal staff, you will probably be able to attract and/or retain only very marginal faculty — and then, marginal students. It is a vicious downward spiral.

Now, how do you turn that spiral around and get it moving up? How do you do that broadly enough in a region so that the entire higher educational community is elevated?

Well, it is this multiple approach to problem solving which helps to give momentum to what is beginning to be an upward spiral — the general upgrading toward still higher quality.

The tenth yearbook of the John Dewey Society for the Study of Education and Culture was published in 1950 under the title, *Democracy and the Administration of Higher Education*. That book was edited by the very able educator, Dean Harold Benjamin, of the University of Maryland. Chapter 4, "The Nature and Function of Democratic Administration," was written by H. Gordon Hullfish; and from it I should like, in closing, to quote one of four essential principles of democratic administration.

The principle of cooperation: "In the final analysis, individual men become free as they achieve ways of sharing in the task of creating the social conditions within which the free working of intelligence on the part of individuals who take part in conjoint activities without being coerced to do so is prized. Such learn, too, to value the particular strength of individual man."

In this consortia development, we find put to the test a major working principle of the democratic way of life, namely, whether individuals existing in a state of freedom, of independence from one another, can voluntarily work to identify their common interests and then proceed to discipline themselves in the pursuit of common goals.

Higher education leadership today is faced with a wonderfully attractive challenge. We are confronted with the necessity to capitalize on every ounce of human effort and every insight of the human creative capability. We are confronted with the necessity both to facilitate individual development and to enhance social integrity. It is a great era, and great eras have a way of eliciting the best from man.

CHAIRMAN BLOCH: It was our intention to react in part to Dean Tollefson's paper, but also to react in part with some of our own feelings about our experiences in working in this kind of a setup. I think it is noteworthy that of our 14 member schools in the Kansas City Regional Council, we have eight Deans of Students who are present at NASPA, which is, I think, highly commendable.

One point I think I would like to emphasize is that while I think we do have cooperation, I still think we are developing our relationships, learning as we go along. After all, in a year and a half we have gotten to know each other. Some of our early fears and suspicions and distrusts have been lowered and our feeling of warmth and mutual respect has risen as we have gotten into this inter-personal relationship.

... A panel discussion followed ...

Second General Session

Tuesday, April 11, 1967

Carl W. Knox, Dean of Men, University of Illinois, presiding.

Some Unsolved Problems in Student Personnel Work

E. G. WILLIAMSON

*Dean of Students and Professor of Psychology,
University of Minnesota*

I am going to address myself to some unsolved problems in student personnel work. I am not going to try to cover the entire field. These lines were written last August, while vacationing on Lake Superior. As backdrop for my remarks, I wish to recapture the mood of those days. Please conjure up the overtones of the unending surging and resurging, as the waves reach again and again for the shore — only to recede before resurging once again. And that figure of speech is certainly appropriate today with respect to enrollment.

But listen also to my basic recurring fundamentals of tonal harmony — the “Theme of Humanity,” which is our shared mission as one of the professional concerns and endeavors of the decades during which we in colleges and universities experienced incessant and increasing surging and even the pounding of students seeking to reach the shore of enrollment in college — somewhere!

I turn now to one of the fundamentals of my resurging harmonic theme: Students are human beings. At least they are human beings in their potentialities of becoming motivated and humane persons. Some of them have not yet achieved eligibility, but one always lives in hope.

And one fundamental theme needs constant restatement. I recall Professor John Anderson’s *obiter dictum* that a “good” doctoral thesis is one that raises more questions than it answers. Thus, as educators, we must constantly reformulate both our purposes in seeking to motivate and educate all students to their full potentialities, as well as seeking to reforge the means to that objective.

Our efforts to aid more students achieve higher learning discloses increasingly and definitively what we do not know, as well as what we have already learned. I happen to believe in the theory of education as essentially a matter of mapping out one’s areas of ignorance, in the hope that one can reduce those areas. My concept of education is essentially **knowing as endless learning**. And this kind of education is not restricted to “inert knowledge,” as Whitehead described much of classroom exercises. Rather is education a style of living characterized as progressive search in learning of the not-yet-known.

And in the spirit of learning as living and living as learning, I suggest that the unity, or the essence of our profession as student personnel workers is not so much its current *corpus* of technique (often mere *ad hocism*) or even its foundation **technology** of program development and maintenance. For me, the essence of our professional mission, as deans of students, is rather a restless and eternal quest for answers, often provisional, to the "great" queries about what has traditionally come to be defined as our own sphere of concern — our mission: The facilitation of humane maturity.

To be sure, we professional educators, usually denoted as deans, are reconciled to the fact that most of the time our efforts to achieve humane maturity produces **paradoxes** rather than **definitive answers** of a simplistic type: such as either-or, yes or no, true or false. We have come to empathize with our colleagues in cognate disciplines who must labor with paradoxes and uncompleted and provisional "conclusions" in their search of understanding the unknowns of human existence.

In Medicine, for example, stubborn efforts to understand physical growth are retarded by the complexities of pathology or anti-growth. Also in law inter-personal conflicts impede the search for understanding of the ways in which society was formed and is undergoing reformulation. Think back to Aristotle and his *obiter dictum*: "Man is by nature a political animal!" See how hollow it is in terms of modern social science research and modern empirical knowledge. Yet I suspect that we every day mouth equally empty phrases as that of Aristotle. If man is by nature a political animal where on earth did he get his nature? He's made an awful mess of it.

Indeed, in education we seek to understand man's search for *Sophia* — knowledge of himself and his cosmos, and the phenomenon of knowing itself.

With these efforts at mood-setting and thematic backgrounding, let me etch some unfinished questions — problems which may worry us well into the next century. From this "old guard" I gladly and cheerfully bequeath these unanswered queries (perhaps unanswerable?) to the new generation of deans!

1. Is student personnel work a profession in its own status, or is it "popularity" with students? Or are the professor's assent and students' acceptance the ultimate criteria of the relevance of our profession to the higher learning?

It is about time we began to emerge in our own right as a relevant part of higher learning, not as an adjunct or even as a repair station for something gone wrong. You know, we began that way, "something gone wrong," that is a squeaky axle, and we specialized in repairing and regreasing squeaky axles ever since. One is entitled to ask the question whether or not we have anything unique, or whether or not we are merely a little more relevant in the hierarchy of the academic environment just a bit above the janitors and the groundsman.

2. Within the accelerating urbanized and impersonalized American culture, what can and should we deans do to avoid losing the student in complex organization, processes and massed numbers?

This is a horrible nightmare when you think of all the forces that make for impersonalization of our urban culture. Shall we give up, and deal only with the few, particularly the discipline cases, who are the squeaky axle, or shall we innovate and invent new ways of personalization in the midst of large numbers?

You remember that John Dewey, that little understood and almost untranslatable American philosopher, tried to deal with this problem in the late 19th century when we were going from an agrarian society to what we thought was then an urbanized culture. Will we be no better able to innovate individualization than he was?

The essence of student personnel work has from its very beginning centered the emphasis upon individualization. As my mentor used to say, "It is the individualization of mass education." And little did he anticipate what mass education would mean today.

3. Why do we persist in assuming that individualization is necessary or desirable in education? As one dean said to me one time, why not just give up and just process students, one every 10 minutes? That was before the computer made it one every nine minutes. Should we rather be reconciled to the possibility that alienation of some individuals is inevitable in our education and society?

4. Is personalization of the educational experience — Kindergarten through College — necessary? In what ways, if any, does personalization facilitate human development, via education? Is the personalized relationship an outmoded concept of the 19th century and no longer relevant or appropriate in these days of mass congestions of humans in urban centers of population?

5. What can we do to live with the paradox of "authority" within the "democratic" educational experience and with benign concern for the individual student's development according to **external criteria** of the good life? Are we justified in "imposing" external criteria of excellence upon the "free" individual within our form of democracy?

Some day you may want to read a very interesting book on this topic by Levine, in which he uses the phrase "imposed posture" which seems to be contradictory to the concept of freedom and certainly is contradictory to the concept of self-chosen criteria of the good life so prevalent in adolescents today.

6. What, if anything, can we deans do with the paradox (often conflict?) of formal classroom learning (memorization) of fact, concept, theory in contrast with the informal development of motives, internalized criteria of the good life? How can we become, and how can we aid our students to become socialized persons through the interpenetration of each other — in sharp contrast with the established American doctrine of autonomy of the individual?

7. Are there conflict and mutual exclusion between the intellectual mission of American education and the post-Freudian assertion that man is also irrational and impulse-dominated? Hutchins is fond of referring to a university as a sort of intellectual monastery where one cerebrates, but does not viscerate. Have we

exhausted the possibility of mediating between these two paradoxical and conflicting models of man, as a rational animal and as an irrational animal? How can we reconcile these conflicting points of view to achieve our mission of humanizing the maturity of the individual student?

8. What do we do with the paradox of privation (often the resultant of excessive autonomy of self) and the requirements (opportunities) of membership in groups within school, community and society?

9. How can we survive the paradox of uniform, or even unitary, ideology in contrast with the proclaimed virtues of cultural pluralism, producing as it does diversity and often fragmentation of our campuses and, indeed, our society? Which is relevant and appropriate within our democracy — or are both possible and desirable or necessary? What degree of ambiguity or divergence of individual or subgroup efforts and activity is possible and desirable to maintain some measure of unity within our student culture? Too much fragmentation obviously destroys unity. Too little produces standardization. What is our role, as personnel deans and student personnel workers to aid in seeking some centripetal force to stabilize the forces of disruption, disunity, and autonomy of individuals?

10. Should we continue to serve as agents to aid each individual to seek and serve his own ends and purposes and thus abandon the search for unity or some degree of commonality within our campuses? Has the half century of efforts to organize and maintain “services” for students experiencing “problems” proved to facilitate maturity of student clientele, or have we merely patched them up? Are we now searching for new and hopefully more effective student personnel services beyond those inherited from our professional founding fathers and mothers who never faced a Berkeley of this proportion and diversity?

My own prediction is that in the years ahead we need to innovate new services for a new kind of clientele and new kind of society. We are going to find alternatives to the old services instead of merely reshuffling them. And one of the reasons is that we are in the midst of a revolution in morality, and have been for the past three decades. And it may be to the end of the century before we find some stabilized way of helping individuals adopt satisfying moral commitments with regard to sex, drug addiction, honesty, and LSD.

We need to invent new forms of services. One of the ones that I am advocating now is that we go back to school and learn how to help students organize revolutions. Every time I say that, my fellow deans shudder because they grew up in the tradition of trying to maintain in a mid-city operation, a Pandora’s box, a calm campus. And I say that the decades ahead will demonstrate that conflict is natural and is of the very essence of the higher learning.

11. What have we personnel workers accomplished in our efforts to reduce scholastic failure, human misery, and withdrawal from college? Do we have any professional obligation to seek to innovate new and more effective services to reduce

or alleviate these forms of “waste” in manpower utilization in our urbanized and technological society? Or should we conclude that such “wastes” are inevitable in Western civilization, and indeed within education itself? Many of our faculty colleagues have reached that conclusion, that those who are doomed to failure are doomed to failure, and there is not very much you can do about it, so spend your time on those who are going to become professors.

12. Has our assigned mission within education continued to be efforts to “control” students through “lid-sitting” and punishment? To my way of thinking, controversy is at the very heart of 20th century education, “lid-sitting” is an operation of the 1920’s, doomed to failure, and our efforts to maintain orderliness and calm and decorum are middle class virtues that need to be re-examined.

13. Should personnel deans seek to insulate the campus from the disruptive forces of the surrounding community? I glory in the fact that students have really sought to do what John Dewey sought to do, but never succeeded completely, and that is to bring the disorder and disruption of the 20th century on to the campus and to apply reasoned inquiry in the search for innovations of those new kinds of services which will aid students to deal with unsolved problems. I glory in the fact that the bearded ones are among us. I agree with their objective to bring the 20th century into the campus.

14. In addition to our services supportive of the educational mission of the college (financial aid, counseling about choice of curricula, remediation of study skills, and the like, which are all relevant personnel services, just as relevant today as when they were invented) what can personnel workers do to create a campus and residence climate and mores, indeed even an environmental stress of standards conducive to significant learning outside of the classroom? The whole extra-curriculum is ours. The faculty does not care about it, and does not believe that it really contributes much except distraction to what they consider to be the main mission of the institution, namely, intellectualism. Hundreds and hundreds of opportunities to saturate the extracurriculum with learning that is worthy — not worthy of credit, heaven forbid, but worthy of esteem and respect.

When I first wrote these 14 points in this farewell speech, the Berkeley phenomenon, or the Berkeley syndrome, as you may wish, had not yet erupted into the Kerr disaster at that university, so sadly corrupted by the students’ and the regents’ struggle for autonomous power and now by brother Reagan himself who adds his own power struggle.

What a topsy-turvy world this is. Only Alice in Wonderland would have understood it. Professors are entitled to due process before dismissal and students are now claiming the same inalienable right. But a college president was dismissed ungraciously without due process, and so allegedly was a dean of women at Stanford. When will deans of students come next in line for La Guillotine? Have you thought about that? Do you have due process? No. No, you don’t even have rights. You only have obligations.

We are several decades retarded in our efforts to apply rationality and reasonableness to university problems of control, restraint, and academic freedom both for students and faculty, and now for presidents — hopefully soon for deans of students. Our profession's traditional posture, nationally, of non-involvement in controversy has done much to produce our image as campus agents of resistance to contemporary, current, unsolved problems of our urban culture. But professional problems continue to arise from these unsolved societal problems of our decade. What will we do to seek solutions or at least resolutions?

Without in any way diverting our *expertise* in programs of necessary services to students in need of assistance, we must add to our mission as a profession, research on these and other unsolved questions and problems. And in a prevailing spirit of experimentation and innovation, I suggest that we deans and all of our staffs turn ourselves into researchers and thinkers concerning these unsolved problems of the higher learning, conceived as the releasing and cultivation of motivations of striving to become one's full potentiality of humane being. This is our categorical imperative as deans and student personnel workers in the higher learning.

* * *

Third General Session

Tuesday, April 11, 1967

A. Lincoln Fisch, Associate Field Director, University of Michigan Fund, presiding.

Social Factors in Academic Achievement

STANFORD C. ERICKSEN

*Director, The Center for Research on Learning and Teaching,
University of Michigan*

I am an "outsider" to this Association, but only as an administrative detail. Most of my life has been spent in a college campus and from K to 12 and on, deans of men have been my neighbors, teachers, enemies, and friends. I am deeply in their debt for favors received — from jobs as an usher, summer employment, bail from jail, invitations to parties, advice and counsel for purposes of preventive social maintenance, and finally as partners in educational research. I was pleased to accept your invitation as one means of partially squaring my charge account that has accumulated over these many years.

I was surprised to find, however, that the more I became involved in the details of this presentation, the stronger became my regrets. Your work on the college campus and my responsibilities come together and overlap at too many points to allow for the easy, one-way flow of sage counsel, stirring exhortations, and gentle admonitions from me as a guest speaker. I have neither a private fund of knowledge nor the buffering protection of a distinctive universe of discourse. With respect to student affairs, you and I speak the same language so I might as well set aside the pleasantries and face forthwith the concrete issues and problems which are our mutual assignment.

The Dynamics of Learning by College Students

After the 1084 pages in *The American College* (Sanford, N., New York: Wiley, 1962), what is there left to say? Most certainly we all benefit from the breadth as well as the specifics in this valuable volume, which stands as an anchor reference for the **pro** and **con** discussions of most of the issues that relate the personal and social life of the student to his academic progress. Perhaps a start has been made to evaporate the metaphors, mottoes, and platitudes that surround and have long protected higher education from critical review.

But would you believe there is a missing chapter in *The American College*? When the book came out, I was in the midst of preparing a blueprint for the type of research facility which is now represented by the Center for Research on Learning and Teaching at The University of Michigan. "My God," said I, "Is this what psychologists think college teaching is all about? What happened to the conditions of learning, retention, transfer, concept formation, and problem solving?" I realize

now that the omission was in my perception and not in authors' intentions. Division 9 (SPSSI) of the American Psychological Association was the official sponsor of the Sanford book, and the content reflects the personality and social interests of this subgroup of social scientists.

I wonder if the learning theorists in Division 3, for example, could commission the talent to fill the important gap — to write the missing chapter on how to improve the more purely cognitive output of students. I wish they would, for after all, college is for learning and thinking. Learning theorists would, however, find it rather difficult to make this application; to move from the molecular to the molar level of human learning as it occurs in the natural setting of the classroom. "Thus, although we know much about how people learn, we do not know much about how to get them to learn what we want them to learn." (Mosel, James N. "The Learning Process." *Journal of Medical Education*, 1964, 39, 485.) Hilgard, (Ernest R., "Motivation in Learning Theory." In S. Koch (Ed.), *Psychology, A Study of a Science*, Study 11, Vol. 5. New York: McGraw-Hill, 1963. Pp. 253-283.) points to one of the main oversights in formal learning theory and one which the members of this audience are in a good position to correct, namely, the motivation to learn. "Our learning theories have been particularly weak in dealing with hierarchies of value, with overlapping motives (of both short-range and long-range significance), the kinds of motives that characterize the human individual with continuous memories, with capacity to bind the past through the present with the future."

Means and Ends

Too many educators, students, alumni, and citizens seem to be distracted by the personality and social end products of collegiate life. It is important to remind ourselves that the acquisition of knowledge is the uncompromising and the unique component of the university; an institution with a special responsibility for generating uncertainties and processing new information. Gradually we are beginning to recognize that education has a broader purpose than personal and cultural self-improvement. The finishing-school concept of college is obsolete.

Please do not view my remarks as being a critical attack on the limitations of the social psychological aspects of higher education. On the contrary, we need a larger, not smaller, research force grappling with the problem of how these social and personality factors influence the acquisition of knowledge by college students.

Society as a whole and the academic community in particular tend to view the teacher and his colleagues in the student personnel office as being omnibus men who are expected to mediate all good things between society and our students — the accumulated knowledge as well as the appropriate social norms and desired traits of character. Under this broad charge, no one can really be successful and clearly it is necessary to sharpen and to clarify the relations between the teacher, the student personnel administrator, and the students themselves in the changing climate of learning.

Sometimes in defense and sometimes as an offense, boundaries are drawn around our own guild, or professional group and banners fly with Student Power — Teacher Power — Dean Power — and the like. These jurisdictional disputes all fall short of the mark, for Knowledge Power will inevitably win in a university and this should be our common interest. As specialists, we can't be criticized for wanting to appear to our best advantage, but in doing so we may gradually slip into a mode of thinking that blurs the distinction between means and ends, between in-house procedures and external criteria. It is my intention to restate the means and ends and to urge that student personnel administrators extend the boundaries of their concerns to include the classroom, the library, the laboratories, the field trips, the honors programs, and independent study programs, etc. that are usual academic means for mediating the acquisition of knowledge.

The basic question refers to the relation between the residence hall, the counseling center, and the extra-curricular activities, (etc.), to teaching and the learning process. For purposes of this presentation, stress will be given to the intellectualized goal of collegiate education. Without intending to be presumptuous, I am representing the subject-matter departments, the discipline-based unions who, despite their expressed interest in liberal education, tend to view most other sub-units of the academic community as existing to support the cognitive process of acquiring information about chemistry, history, mathematics, psychology, and so on down the list of content departments.

I hope you don't view my somewhat hard nosed interpretation of "the climate of learning" as implying second-class citizenship to the student personnel administrator. From my point of view you are central to the entire educational process and a strong case can be made that anyone who becomes involved with the dynamics of the learning process is every bit as important in the academic program as those who define the specific content the students are supposed to learn. In a sense, when a student is outside the classroom, he is in your charge — and he is outside most of the time. Higher education desperately needs to give far more attention to the motivational side of learning, to the aspirations, the interests, the values, to the selective perceptions that all students inevitably carry with them into the classroom as a consequence of their experiences at home, in the community, from the dormitories, and all the other outside-the-classroom settings where students spend their time and to which they give such high priorities.

The Controlling Power of People-linked Habits of Learning

I need not belabor the obvious that starting with infancy, most of what we learn is directly conditioned to other people. The gaze of the nursing baby is fixed on his mother's face and from that point on the child is constantly being molded and shaped, rewarded and punished, as he moves along one learning curve after another within the environment of other people. The social group, therefore, represents a major source of control with respect to what we learn, when we do it, how we learn, how much, and why.

By the time the student becomes a freshman in college, he is rather firmly hooked on people as a necessary condition for learning. It is little surprising, therefore, that the "rational-man" tradition has been so strong and pervasive in our society and in the philosophies of education that dominate the academic scene. It is high time that more be done about the social factors that underlie and interlace the educational process and provide the context within which academic achievement can best be understood.

The professor, as a scientist or as a scholar, now recognizes that his research and his teaching do, in fact, have powerful implications for society and he must assume the responsibility for this transition — either directly or *via* his students. This awareness is absolutely fundamental and prerequisite to really understanding the dramatic change now in process in our universities today — the shift in the philosophical center of gravity away from "mental discipline" or "character training" and toward "relevance" as the main justification for what and why students learn. Furthermore, the value judgments that dominate the relevance issue are generally humanistic and people-oriented; they reflect the rapid interchange between the community people and the campus people.

Weinberg (Alvin M. "But Is the Teacher Also a Citizen?" *Science*, 1965, 149, 601-606.) made an excellent distinction with his "mission-discipline" duality, but he did not go far enough. He points out that

Our society is "mission-oriented." Its mission is resolution of problems arising from social, technical, and psychological conflicts and pressures. Since these problems are not generated within any single intellectual discipline, their resolution is not to be found within a single discipline. Society's standards of achievement are set pragmatically: what works is excellent, whether or not it falls into a neatly classified discipline. In society the non-specialist and synthesizer is king.

The university by contrast is "discipline-oriented." Its viewpoint is the sum of the viewpoints of the separate, traditional disciplines that constitute it. The problems it deals with are, by and large, problems generated and solved within the disciplines themselves. Its standards of excellence are set by and within the disciplines. What deepens our understanding of a discipline is excellent. In the university the specialist and analyst is king.

The structure of the discipline-oriented university and the structure of the mission-oriented society tend to be incongruent. Moreover, as the disciplines making up the university become more complex and elaborate in response to their own internal logic, the discrepancy between the university and society grows. The university becomes more remote; its connection with society weakens; ultimately it could become irrelevant. The growth of this discrepancy appears to me to be a central problem in the relation between the university and society.

Despite Weinberg's extremely valuable distinction with respect to the orientation of the teacher-scientist, what about the learner, the student, who is on the receiving end of all this?

Perhaps a third dimension should be considered, namely the student's own orientation toward himself and his personal educational aspirations. Students are not just students, that is, logical and rational learners; they are young people with feelings and ambitions and anxieties. The educational program of a college or university must give high priority to the question of how best to use these personal or personnel factors. These are not the exclusive domain of the student personnel staff, but you are, nevertheless, in an excellent position to recognize and to do something about the conditions that inhibit or promote the "discipline" orientation; or the "mission" orientation; or the personal orientation of students. I am sure you will agree that there are no simple, clean, and neat prescriptions by which you interface with the student's classroom, and it would be inappropriate for me even to attempt any kind of cookbook recipe for this task. I am simply setting forth a problem that is, today, central to a valid discussion of the "climate of learning." My function is to describe the academic process from the point-of-view of an educational psychologist holding a strong bias toward the learning model, meaning that the spotlight is on the student, more so, even, than on the teacher. I trust we share this bias for the student.

Obvious Changes and Subtle Effects.

The selection of the theme for this conference is evidence of an awareness, at least, of a need for some changes in the use of our basic instructional resources. Each of us has a personal list of pedagogical problems that call for constructive action. Four of these deserve special mention, not simply because they are so obvious and on everyone's list, but rather because they have significant implications for those of us interested in the educational development of a student as an individual person.

• Expanding size of the student body.

The tremendous influx of new students was news to none of us but it is a little surprising to observe the docility with which students and their parents and their teachers and the deans of students, accept the inadequate compromises which are being made to meet this expansion. They seem to accept, and with only a few verbal regrets, the mass-education idea and the herding of large groups of students together in residence halls and in classrooms where they are pressed through a lock-step curriculum. At graduation time we open the gates of this mass-education carousel and turn these students free, hoping their individuality has not been completely blunted. As an educational researcher, I take strong exception to the double standard which permits our educational institutions so quickly to sacrifice the individuality of the student and to reserve this recognition for the period following graduation.

• The acceleration of knowledge and informational obsolescence.

A strong case can be made that one of the more important single factors to distinguish the superior institution from the weaker school is the ability of the faculty to adapt its instructional program to the rapid expansion of knowledge. The informa-

tion explosion represents perhaps the most demanding and permanent change being faced by our faculties. Teachers must take active measures to reduce the curricular lag between what is nice to know and what the present generation needs to know now and in the future. As the growth rate of new knowledge continues to accelerate, it becomes even more important than in former years that the faculty focus on what the student learns. In other words, to be far more discriminating with respect to the definition of instructional objectives for each course of study. From a medical school teacher, for example, I heard this expression: "Half of what we teach will be outdated ten years from now, and half of what the physician will need to know in ten years has not yet been discovered." This is a devastating challenge to any curriculum committee — in a professional school or involved with the liberal studies of undergraduate students.

- **The changing attitudes and values of students.**

Social pressures being what they are, the public expression by a college teacher should not, perhaps, be such as to encourage further display of aggressive discontent by college students. Not so! The educational gains resulting from student agitation can be far greater than the losses. I have sensed more complicated but honest emotion among college students at a teach-in than I have seen in nearly 50 years of watching college football. Arousals like this cannot be ignored, and the impress of student demonstrations should be adequate warning about the impersonality and the superficiality of the mass-think, about the irrelevance of the curriculum, and the inadequate conditions for learning.

As student personnel administrators, some of you may feel quite comfortable and reassured since *your* students have not yet stirred up trouble. My only response is to caution you to look carefully at the reason behind their seeming docility and conformity. I can't imagine, for example, that all are satisfied with the degree of relevance of the curricular offerings and the quality of the prevailing methods of instruction.

- **Are we willing to pay the cost of individuality?**

I sense the need for a stronger appreciation in the academic community of why high-cost instructional diversity must be given distinct priority over matters of economic efficiency in teaching. We can all appreciate the fact that the cost of education today is a threatening problem, just as it has been from the beginning, but I can't think of a better way for America to spend its money. Little can be said in favor of inefficiency but, as an educational researcher, I must resist the request from the administration or from colleagues on the faculty to apply our research resources toward the goal of lowering instructional costs. Many of our institutions are surrounded by efficient industrial plants, but the method of mass-production is not an appropriate model for teaching and learning. Dollar talk should be farther down the agenda and we should consider the compromising and restricting pressures resulting from "better management" only after our academic aims have been clearly stated.

Students who want to learn and think should not be poured into a common mold, but if we are willing to freeze the curriculum and be satisfied with the achievement of pre-established levels of learning, then we might, God forbid, turn our attention to cheaper ways to teach these static courses.

Noisy and quiet methods of problem solving

Most institutions of higher learning are, of course, making progress toward meeting these problems; some of these efforts are accompanied by considerable fanfare, but this may not be the measure of their educational significance to students as individual learners. For example:

1. New buildings are being constructed to accommodate all varieties of expanding administrative, teaching, service, and research activities. The new classrooms frequently have closed-circuit TV facilities, and this is probably a good thing, although I'm not going to rehash the pros and cons of TV instruction. The next generation of new buildings will probably replace TV circuits with computer networks, but this makes no change whatsoever in the educational problem for the teacher, namely, what instructional messages are being communicated via the electronic system? If the content of these courses, the information flowing over these networks, is trivial, obsolete, or disorganized, the student most certainly will, in time, do something about it, namely, turn it off.

2. One of the more hallowed means by which an institution improves its teaching function is to change the distribution and concentration (major and minor) requirements and other prerequisites for graduation. I suspect that many of us place more reliance on these changes than we should, for the simple reason that they are usually so painful and difficult to bring about. However, these faculty debates do keep our pedagogical feet to the fire and remind us of the many complexities, if not vested interests, that control the scope and the direction and the *modus operandi* of our educational programs.

3. Finally, most of us find some measure of satisfaction in watching the "raising of admission standards" as more and more students seek entrance to our colleges and universities. A psychologist would probably be the last to say that raising the aptitude level of the student body is anything other than pure progress, but I have my doubts. The differential selection of students is a questionable method of improving things, since the procedures generally used for screening students are quite inadequate and only a few steps short of an educational lottery. We should feel ill at ease and support an increased research budget in searching out the question: what are the measures of success in college and what might be their predictors?

To Define and to Achieve Instructional Objectives

Let me now contrast these three rather visible changes — new buildings and instructional hardware, revised curricula, raised admission standards — with some of the more subtle changes in the educational climate of the university; changes that

reach directly into the classroom and also to the desk of the student personnel administrator. These changes are having the effect of redefining the dimensions that characterize good college teaching today.

Motivation and the whole array of personality and social factors are important educational problems, and someone must do the appropriate amount of worrying and decision making. Unfortunately, questions about how students learn and what they learn are sometimes masked as teachers and administrators become heavily involved in problems of student morale, morality, and motivation. Placing the emphasis on learning and the acquisition of knowledge need not weaken one's sensitivity to the personal, social, and motivational problems of the student; it cannot be assumed that each student is simply a walking brain who picks up the knowledge laid out in front of him by the teacher. Teaching is not telling things to students, and it is appropriate therefore to take a discriminating look at the conditions that dominate the changing climate of learning on our college campuses today.

We need more words for "teaching"; words that help make finer distinctions about the contributions of the teacher and his influence on students. Contrast, for example, the teacher who uses the class hour to conduct a one-man show-and-tell program with the instructional task given by Sir Eric Ashby.

. . . "the intellectual life demands a respect for what has gone before and acceptance of a rigorous discipline to a tradition of learning. To this extent universities are a point of stability in society: they anchor a society to its own past. But orthodoxy is celibate; it breeds no fresh ideas; unless tradition is continually re-examined, it becomes oppressive. So in the course of their evolution universities have learnt not only to pass on a corpus of knowledge and ideas . . . To train young people in this dialectic between orthodoxy and dissent is the unique contribution which universities make to society. Any change in the pattern of universities which endangers this function endangers the society which the university serves. It is for this reason that universities have to combine teaching with research." ("Investment in Man." *The Advancement of Science*, 1963, 20.)

And in a later statement, "In a university, every student has to go through two stages of learning. First of all, he must receive and understand the accepted body of truth in his subject. He must learn orthodox chemistry, or history, or economics. Then, after that, he must learn the art of dissent: how to question orthodoxy; how to discover new facts; how to spin new theories; in brief, how to open the mouths of horses and count the teeth. This is a dangerous process, for new ideas threaten society. Therefore, people whose business it is to develop new ideas need some kind of protection from persecution." ("Anatomy of the Academic Life." *Educational Record*, 1967, 48, 45-50).

These statements by Sir Eric Ashby can be viewed as the contemporary version of the Socratic challenge to teachers that has for so long been the hallmark of quality instruction in the classroom or wherever teachers and students conduct their intellectual inquiry. This type of instructional interchange does not lend itself to pre-established outlines and cannot easily be captured and represented in the pedantic language of an educational researcher. Nevertheless, I would like to label and to

illustrate some of the contrasts that point to good teaching on the college campus today. It should be apparent that to achieve these instructional objectives, the teacher must receive the full cooperation and support from many of the heretofore untapped educational resources on the campus and in the community at large.

1. Content > mental discipline. "Relevance" has become an important word for many students and might easily be the key phrase in the promotion of another protest. In a quite sophisticated way, students are insisting that the substantive content of what they learn be relevant to their own educational aspirations and/or contribute to their better understanding of the real world outside where they will live as citizens with a sense of responsibility for local, national, and international problems.

2. Concept formation > memorizing. The ability of bright college students to acquire and to manipulate ideas is a more distinctive characteristic than their ability to memorize rote information. Perhaps every college course should be oriented around theory, at least in the sense of providing the highest possible ceiling of principles, generalizations, hypotheses, and formal theories. It is not easy to teach these abstractions and unless these ideas are illustrated with both confirming and nonconfirming instances, the student will likely regress into the usual pattern of simply memorizing the words without really understanding the meaning and the limits of the conceptual structure.

The instructional procedures used to achieve these objectives vary from one department to another. Project OUTREACH in our own Psychology Department contributes to this purpose: students visit and participate in various community-based agencies where real people are facing real problems — the kinds of situations for which the corpus of psychology is presumed to provide some basis for understanding and constructive action. In other departments instructors are exploring the use of simulation and decision-making games and these procedures, I believe, hold tremendous potential for college-level instruction.

3. Problem solving > thinking. It is risky, of course, ever to place thinking in any position other than on top as an instructional objective. My own preference for problem solving simply reflects the observation that "thinking" has been overused, overgeneralized, and too often used as a pedagogical smoke screen masking the absence of well-defined instructional goals. The future use of the computer as a teaching machine will be important not simply as a means of presenting a linear sequence of facts or information and the convergent thinking that usually results. The more exciting research frontier in computer assisted instruction (CAI) is in the development of problem-solving languages and the internal logic that will help students learn how to learn to solve problems.

4. Attitudes > character. Again, how could anyone be against good character? My only reservation results from the fact that this term has also been overexposed and has become too nebulous in its connotation. Reference to attitudes and values can still confuse people, but these labels point to something a little more spe-

cific, but more important, are aspects of behavioral research being intensively conducted by social scientists working in the college setting. The concept of the cluster college can be viewed as an implementing means to encourage closer compatibility between the attitudes and values that students generate outside a classroom with the substantive information given by the text, the lecture, and the laboratory.

5. Methodology > taxonomies. It is easier to teach the fact of chemistry than the concepts and theories of chemistry, but the methods used by the chemist to solve problems is an even more difficult instructional task. The acquisition of problem-solving procedures and methodology is given greater emphasis in some parts of the university than in others, and this emphasis probably correlates highly with the rate of informational obsolescence in the various fields. Ph.D. training in most of the sciences really amounts to gaining competence in research methodology in the full meaning of that term which includes, of course, knowing how to define problems, to generate hypotheses, to test theories, to make inferences from data, to design experiments, to draw generalizations and also to admit that one has failed and must try a different tack. Professional training in such areas as medicine, engineering, and law, are quite rapidly moving away from giving students a basic body of knowledge and toward the research and problem-solving and self-renewing procedures to protect the practising professional from informational obsolescence.

This list of contrasting dichotomies could, of course, be continued as we inventory the changing climate of learning in our colleges and universities. To be consistent with my emphasis on the learning model, I should hazard a projection about college teaching in the future. I would hardly call these prophetic statements, but they may provide a common reference picture for your own explorations, extrapolations, and projections about the future role of the student personnel administrator as he supports the instructional program.

To oversimplify, it seems to me that the traffic pattern in the university of the future will be between three major components: the library, the laboratories, and the residence halls while the classrooms will, in a functional sense, merge into these three dominant units. The only classroom with a future in the computer era, will be the seminar room which will be closely linked to the individual study carrel in the library or in the student's private dormitory room. The library will continue to be the central information processing site, but we must not think of the library as a large and physically distinct building. Spatial separation means little in a computer system and the study terminal will be located wherever it will be most convenient and useful — in the library stacks, the dormitory, the laboratory, the professor's study (home and/or office) and in the private home of students — and their parents who will also be continuing their education as professional specialists or as citizens.

The computer network will increase the rate of obsolescence of the dormitory as a large hotel with small rooms. Future residence halls must include fully automated independent study spaces, but this also means that the student should be living in close proximity to other students with whom he can converse and debate the why's

and wherefore's of the knowledge he is acquiring and the attitudes that he senses are being changed. Instead of walking across campus to a classroom he will simply move down the hall or to the next floor above to meet with the instructor in a tutorial or seminar group and engage in the necessary discussion of what this subject matter is all about.

Summary — The Idiographic Press

I trust you realize that what I am talking about may happen at only a few universities, and from five to 10 years hence. I wanted to direct your attention to the residential concept to underline again your own role in the powerful forces that are changing a university from a mass communication educational environment toward a setting that recognizes the idiosyncratic requirements — personal, social, and intellectual — of the individual student.

The main thrust of the argument has been to show how the outside-the-classroom academic environment with which you are involved contributes significantly to the attitudes, values, motivation, educational aspirations, and thus to the actual academic achievement of college students. The residential and extra-curricular life of the student is, indeed, a major factor in the quality of his formal curricular efforts. It must be admitted that despite the high potential value of learning theory to the educational process, the contributions of the social psychologists and student personnel specialists may represent the more relevant information about the motivational variables involved in academic success or failure. To put it simply, in addition to your other duties you carry a direct and central responsibility for the dynamics of the learning process.

Furthermore, you are aware and sensitive to the personal, social, and educational requirements of the individual student as a distinct, independent, and self-respecting person. Unfortunately, the administrative pattern in higher education has been modeled after the "efficiency" concept of American business, and has been far less resistant than it should be to the blurring effects of mass production, mass communication, mass evaluation, and mass thinking. Understandably, but nevertheless, too much of this mass-think orientation has carried over into the faculty who have been overly docile and cooperative in the drive to lower instructional costs, e.g., teaching larger and larger classes, using closed circuit television and videotapes whereby the professor can be put into the can and unwound at any convenient hour. Most faculties probably are not particularly happy about all this, but they realize that the price of teaching more sections with smaller enrollment might be to forego their research freedom during the academic year and even during the summer.

Many of us in educational research are pressing to come to the aid of the individual student and are trying to encourage experimentation and change to this end. As indicated earlier, our enthusiasm for the place of automation in higher education rests primarily in its potential as a powerful tool to individualize instruction and as a side benefit, to give greater emphasis to the seminar method of teaching and the recitation and discussion section. I hold the firm conviction that the student personnel

specialists on our campuses must participate equally in this aggressive campaign to keep the sheer size of our institutions and the curricular pressures resulting from the knowledge explosion, from compromising the primary educational benefits that each student should derive from his collegiate experience. You are in a particularly advantageous position to apply the idiographic press and especially to help establish these conditions that generate high educational aspirations, that maintain intellectual commitments, and give clarity to the new attitudes and values that are sampled and then accepted or rejected by each generation of students.

I wish there were a better word than "systems" but from your perspective position that includes the entire campus and the community, you can see where the "system" is weak, inadequate, or breaking down. Take a leaf from the football coach and generate a strong offense as your best defense against student unrest and discontent. Press your administration and faculties as well as your students to bring about whatever changes may be necessary on your campuses to protect the dignity and participation of each student and to establish the highest possible ceiling for their idiosyncratic pursuit of knowledge, intellectual inquiry, and academic achievement.

Who else in the university is in a better position to champion the educational rights of the individual student and to release, thereby, the powerful motivating factors that define the direction and the peak of his academic achievement?

* * *

Conference Liberal Arts Luncheon

Tuesday, April 11, 1967

James Chapman, Dean of Students, Spring Arbor College, presiding. Reverend Joseph A. Sellinger, President, Loyola College of Baltimore, Vice President, American Council on Education, was introduced by Chairman Chapman.

REV. JOSEPH SELLINGER: I am going to talk about presidents checking on themselves before you men who are the directors of student personnel, who know our faults only too well, and who, I fear, sometimes don't get the opportunity to tell us what our faults are. My real purpose here today is to encourage you to think about all of our faults, and then to do something more after you have thought about them.

From the viewpoint of a liberal arts college president, I think one crucial question could be: When is he going to check up on himself and ask what role he is playing on the campus? Perhaps I may have a few of the problems which your own college president has and I think that NASPA and your associations with each other have given you many of the solutions to the problems. I guess I am asking my own Director of Student Personnel here to corner me when he gets back from this convention and tell me straight out what the answers should be.

Given the students of today, is the college president to play an important, even a determining role in developing the expectations and the special influences that will contribute to the mix of the learning environment on his campus? Can the president in a small liberal arts college truly play the role of the chief educational chemist?

He may say he doesn't have the time. I would like to put the burden on you to make sure that at least between yourselves and the college president there is a real channel of communication. There are presidents still extant today who feel, as Boroff writes in "Campus U.S.A." that under the influence of a distorted progressivism, their colleges have pushed into areas in which they don't belong. The brash imperial, continues Boroff, of personnel services and student activities strives to dominate the student's private and social life. There are some college presidents who see something innocent about the horseplay of the '20's — their infantilism was not sponsored by the administration, which these days lays down the ground rules and acts as umpire for, as they say, the nursery games.

It is important for you to point out that you are intimately involved in the shaping of decisions which are academic. Some say that you in personnel fuss too much over students. There are others who say you nervously hover over students, which is really a subtle denigration of any ideas which they may have. Then they go on and say, "Don't these students then become infected with excessive caution, with the disabling sense that their ideas are not really to be trusted?"

There is again the liberal arts college president who feels the shaping of personality or the inculcating of manners is brought about automatically by the administrative machinery, or by knowing and admiring the educated man and woman on the faculty. What some of us college presidents don't seem to realize is that the opportunity for contact between students and faculty members is desperately lacking, even on the small campus.

If I understand your philosophy as student personnel directors, I think that you wish to tell your president that the key factor that breathes life into a learning environment is student involvement. Now, this student involvement gets kind of complicated. Some of you might have seen last week's *New York Times*, which says that Fordham is going to set up a

three-year college with 30 students, and a faculty of five — teachers and class to live and work in a Bronx apartment building.

Father McLaughlin talks about the involvement of the students in the curriculum. Without a student oriented faculty, which I think is the key to student involvement, even the bright students may leave an extensive library largely unexplored and may fail to see the real advantages of special programs and lectures.

I don't think it is enough for you to point out the obvious symptoms of a sterile learning environment, the limited use of the library, the poor attendance at educational programs of quality. Your president may know, as I did just recently, that only 10 per cent of the student body attended the last academic convocation, which involved the best speech on campus that we have had all year, on the whole notion of selective, conscientious objectors.

The president is embarrassed in front of alumni, boards of trustees and friends when the speaker gives a talk directed especially to the student body and so few of the students are there, and it is your task, I think, to show how this kind of situation has to be handled.

Perhaps you have to do it by an internal auditing of the existing environment on your own campus, with a firm understanding and commitment that the hypothesis arrived at and instituted will really be tested.

In your position, you know the language of the college student. You know his cynicisms. This is not true, I am sorry to say, of every college president.

Today our college students are restless and discontent. Yet we know that the college youth still responds to that which is grand and noble in purpose. Aristotle tells us that youth would always rather do noble deeds than useful ones. Their lives are regulated more by moral feeling than by reasoning. And whereas reasoning leads us to choose what is useful, moral goodness leads us to choose what is noble.

I personally am grateful to you, the student personnel directors, for your willingness to listen to student complaints and your attempts to do something about them. If colleges, large and small, have become bureaucratic and impersonal, it is not your fault. If the learning environment has been bleak, you, at least, have tried to brighten it. You go to work on the incoming freshman as soon as he discovers how little of the intimate, small college atmosphere actually exists. You have to console him when he is a senior and he feels that he has been even more cheated, for it is then that he discovers how few faculty members know him well enough to write a convincing letter of recommendation.

I am asking you to make sure that you not only convince your college president of the real problems that exist on your campus, but also give some practical suggestions on how to improve the situation.

I have asked you to do a big job. I realize that you are only one, but you are one. You can't do everything, but you can do something, and what you can do, that you ought to do; and what you ought to do, by the grace of God, you will do.

Conference Luncheon

Tuesday, April 11, 1967

J. Don Marsh, Associate Dean of Students, Wayne State University, Detroit, Michigan, presiding.

Contemporary Educational Emergency in America

by KENNETH B. CLARK

*Director, MARC Project, the Field Foundation
and Director, Social Dynamics Research Institute, NYU
Professor of Psychology, CCNY*

I did entitle my remarks "Contemporary Educational Emergency in America," and your Chairman was gracious enough to qualify it by "temporary." He is optimistic in this regard. I hope he is right but if it is temporary, it will be temporary because people like ourselves make it temporary.

The problem of education and the problems related to education are now part of a total package of massive problems of our urban areas. These problems, oddly enough, are not new. Over 100 years ago the College of the City of New York was founded as one of the first institutions of higher education designed specifically to bring the benefits of higher education to a deprived group. It was founded to provide higher education for the children of European immigrants congregating in the New York metropolitan area on the assumption that higher education was a necessary vehicle for the economic, political and social mobility of these children.

The success of this experiment is now clear to everyone. We at the College of the City of New York very happily point to the late Felix Frankfurter and the young Jonas Salk, as testaments of the success of the system of higher education predicated upon the assumption that children of lower economic status, if provided with an opportunity for higher education, can make significant contributions to our society.

We also engage quite frequently in self-congratulations, pointing out that City College, and the other colleges in the municipal system in New York, regularly turn out the highest proportion of graduates who go on to graduate degrees and Ph.D.'s in various subjects. We boast that the success of free, urban education, specifically designed for children of lower income groups, became the chief instrument in fulfilling the promises of the American dream.

The expansion of the state university systems in New York illustrates the continued faith and belief in public education as a vehicle for this strengthening and deepening of democracy. In fact, we are engaging in the miracle of attempting an instant Berkeley at Stony Brook in New York.

Junior colleges, community colleges are spreading throughout the country, with an extensive network of financial and scholarship aid. The present picture appears to justify the recent comment of a federal official that any American youth today can now go to some college without regard to his financial status, or the financial status of his parents.

If this is correct, how then do we justify the title of this talk? What is the basis of the assumption of an emergency in American public education?

It is a fact that the past successes of public education, at particularly the elementary and secondary school level, have been supplanted by contemporary failure. The masses of the present poor, disadvantaged, minority groups are now being subjected to criminally inferior elementary and secondary school education in northern urban centers.

Our public schools are turning out each year hundreds of thousands, if not millions, of functional illiterates, youngsters who spend twelve years, if they do not drop out before, in educational institutions which seem to have abandoned the functions of education and operate primarily as custodial institutions. Such youngsters cannot take advantage of any form of higher education without an intensive preparatory program.

The masses of our privileged children are also being subjected to a peculiar and insidious form of educational inferiority morally and ethically handicapped by hot-house, isolated, racially homogeneous schools wherein they are being prepared for a 19th Century rather than 20th Century world.

They are not being prepared for a world of human diversity. They are not being prepared to function with poise, dignity and effectiveness in dealing with other human beings who are different from them in superficial characteristics. They may have good college board scores, function high on standardized multiple choices, but seem to be lacking in empathy for their fellow human beings, looking upon human knowledge and intelligence primarily as competitive devices, rather than as social trusts.

This is a harsh indictment, and our colleges and universities must bear a major part of the blame for permitting this erosion of American education. But if we are going to move in the direction of optimism implicit in the chairman's qualification of my title, we do not have time for blame. We must be harsh, disturbingly painful in an accurate diagnosis of the nature of the emergency in contemporary education, using this as the basis for the type of remedy which is essential.

American public education is clearly organized and functions along social, economic class lines and those of us who are responsible for junior and community colleges must be particularly vigilant in seeing that we do not institutionalize still another institutional class cleavage in the development of our community and junior colleges.

The difficulties encountered in attempting to desegregate public schools in the south, as well as in the north, point to the tenacity of the forces seeking to prevent

any basic change in our educational system. The social and economic class organization of American public schools is consistently associated with a lower level of educational efficiency in less privileged schools.

The schools attended by lower status children in America are invariably and notoriously less efficient as educational institutions. Teachers tend to resist assignments in Negro and other underprivileged schools. The Coleman report made clear that teachers do not identify with low income, low status children, and perpetuate stereotyped notions about their noneducability. Their morale is generally lower. The parents of the children in these schools are usually unable to bring about any positive change in the condition of these schools.

Results are marked and cumulative academic retardation in a disproportionately high percentage of these children beginning in the third or fourth grade and increasing through the eighth grade and a high percentage of dropouts in the junior and senior high schools of students unequipped academically and occupationally for a constructive role in society. In analyzing the dropouts, I have disturbingly come to the conclusion that these may be the more intelligent youngsters in that they withdraw from the essentially destructive school situation before they are totally destroyed.

In effect, the public schools have become captives of a middle class using them to block economic mobility.

What are the implications of this existing educational inefficiency? Can the United States government afford the continual wastage of human resources at this period of world history? We cannot conclusively demonstrate a relation between educational inefficiency and other symptoms of personal and social pathology such as crime, delinquency, pervasive urban decay, but there is strong suggestive evidence that these are correlates.

Increasing industrialization and automation of our economy will demand larger numbers of skilled and educated and fewer uneducated workers. The burdens of the present inefficient public education include double taxation in addition to the high cost of crime and family instability and the artificial constriction of the labor and consumer market. Beyond these material disadvantages are the human costs inherent in the demand of equality of educational opportunity.

We can no longer look seriously, intelligently at this problem primarily in terms of the lower status individuals being the victims. The remedy will come only when the privileged members of the society recognize that the danger, the disturbances, the risks are directed toward them, and they too are as much victims as are those who seem the more concrete victims.

The obstacles which interfere with the attainment of efficient public education fall into many categories.

- **Historical premises and dogmas** include such fetishes as the inviolability of the Neighborhood School concept which might include the belief that schools should be economically and racially homogeneous.

• **Administrative barriers** involve such problems as those incurred in the transportation of children from residential neighborhoods to other areas of the city. Here again the issue is one of related advantages of the *status quo* versus the imperatives for change.

• **Residual psychological prejudices** underlie the apparent inability of society to resolve the historical and administrative problems. Examples are theories of "cultural deprivation" and related beliefs that the culturally determined educational inferiority of Negro children will impair the ability of white children to learn if they are taught in the same classes. The implicit assumption of these theories is that the environmental deficits which Negro children bring with them to school make it difficult, if not impossible, for them to be educated either in racially homogeneous or heterogeneous schools. This point of view tends to support the pervasive rejection of Negro children and immobilizes possibility of change or increase in the efficiency of public education as far as these children are concerned.

What must we do?

Those who are the chief or most obvious victims of racially determined educational deficiency have attempted to bring about change in the organization of American public education by litigation, negotiations and direct action such as boycotts and sit-ins.

I think it is clear that no one of these techniques has been effective. The evidence strongly suggests the need for sustained and increased pressure on the part of civil rights agencies to bring about:

1. A re-examination and restatement of the goals of public education as a significant force in strengthening and extending American democracy.
2. Reorganization of educational facilities to achieve agreed-upon educational goals. This involves locations of school buildings in terms other than the modern urban transportation possibilities. Centralization and consolidation of schools in rural areas are generally accepted as necessary for educational efficiency of these schools. The neighborhood school may have no more functional advantage in contemporary education than did the one-room school in the country.

There remain, however, some hard questions that must be realistically answered. To what extent are educational parks a more economical way of financing public schools in densely populated urban and suburban areas? To what extent is it possible to consolidate uneconomic small school districts into larger regional or metropolitan school systems? Are educational parks essential to the attainment of democratic goals of public education given the fact of pervasive residential segregation? What about the role of the federal government?

The most obvious role for the federal government for increasing the chances of equal educational opportunity for all children and decreasing racially segregated schools was that role intended by Title VI, of the Civil Rights Act. In the enforcement of Title VI, the United States Office of Education could tie federal aid to localities to actual obedience to federal court decisions on desegregation of public schools.

Furthermore, the federal government through its Office of Education and other relevant departments could encourage the movement toward total reorganization of public school systems throughout the nation in its willingness to share liberally in the financing of the building of educational parks.

Special federal grants could be made to those localities which demonstrate increased educational efficiency in terms of evidence of increased rate of growth of academic achievement of their students. In order to do this it will be necessary for the United States Office of Education to establish standards and to see that these standards are maintained.

But suppose all attempts at rational, educationally sound intervention fail, what then is left?

At a recent meeting of the Association for Public Education in Washington, I tried out still another idea, namely, the possibility that the federal government would intervene in the area of public education no longer in the role of providing federal aid to autonomous state and local school boards without regard to their efficiency or inefficiency. I want to make it perfectly clear that I am not now speaking as a member of the Board of Regents of the State of New York, but as an individual totally divorced from that official role.

My proposition calls for federally controlled, regionally operated schools in which the federal government would set its own standards of education, establish its curriculum, set qualifications for teachers, establish the basis of supervision and accountability, the performance of teachers, and determine and obtain standards of academic achievement of the youngsters in the federal regional schools.

What then is the role for urban and community colleges? You could help us, first by not repeating uncritically the rationalizations, the alibis, the excuses of those who are responsible for our public education, but who have failed so miserably our present group of low status children. Don't help them by talking the nonsense of cultural deprivation, or by assuming or accepting their assumption that human intelligence is in any way inherently tied to the economic level.

We can help, those of us in colleges and universities, by preparing our students for a value, moral, ethical orientation role in their society, by helping them to make education the prime therapy for the social disease of racism, which affects our society; by insisting on defining the purposes of education as that of freeing man from the ignorance of irrational fears and hatreds, the ignorance of pervasive racism; and by preparing teachers to play this non-racial, therapeutic role from the elementary grades through the graduate schools.

These are essential if public education is to regain its vitality, to free itself from present urban stagnation and blight. These are essential if public education is to assume, again, the role of making American democracy viable and real. And this is essential if American democracy is to survive.

Seminar Series I

Tuesday, April 11, 1967, 2:00 p.m.-3:30 p.m.

Seminar 1

LEARNING-LIVING CENTERS — AN EVALUATION OF THE MICHIGAN STATE EXPERIENCE

James G. Carleton, Dean of Students, Syracuse University, presiding.

DONALD ADAMS (Director of Residence Hall Programs, Michigan State University) : I have been asked to relate to you what the problems are, or what they were as we saw them at Michigan State. What were the conditions that led to our living-learning residence halls? What were the kinds of questions that we asked at Michigan State? What were the questions that I asked as the student personnel person responsible for the living-learning residence halls? What were the kinds of questions that I asked, and now, after five or six years of experience in the project at Michigan State, what kinds of questions am I asking today?

A living-learning residence hall is basically like any residence hall you have on your campus today. Our first living-learning residence hall was a structure that had been planned and built strictly for residence and had nothing to do with faculty or teaching program. After that structure was being built, after it was up in the air, we decided to make that a living-learning residence hall.

Now, I want to contrast that to our newest innovation, called a residence college. Certainly, it is not new to higher education, if we understand Cambridge and Oxford, but it is new to Michigan State University. Residential college means that the residential setting is the setting for an entire curriculum, as the residential setting for the entire faculty of a college, and this is different from the living-learning halls.

W. Hugh Stickler, Chairman of the Department for Higher Education of Florida State University has a book titled *Experimental Colleges*, that I would highly recommend to you. He explains that Florida State President, Gordon Blackwell, appointed a committee to consider problems of undergraduate education in larger universities in general, and at Florida State University in particular, and that the appointed committee included the Dean of Students as chairman, Assistant Dean of the Faculty, Dean of the Graduate School, Dean of the College of Arts and Sciences, Director of Libraries, Dean of the Library School, and Head of the Department of Higher Education.

As an innovation for the improvement of undergraduate education in Florida State, the committee recommended an experimental college. To facilitate the planning for this experimental college, a conference was held in the Spring of 1964.

Dr. Paul Dressel, Director of Institutional Research at Michigan State, prepared a paper for the conference entitled, "Educational Innovation at Michigan State University." His concluding remarks were: "Two things are certain, there will be more innovation at Michigan State University, and life will, as in the past, continue to be stimulating or irritating, depending upon one's predispositions." I begin where Dr. Dressel ended. There has been more innovation at Michigan State University, and life has continued to be stimulating or irritating, depending on your disposition. We are not fully satisfied with all the answers we have evolved to date, but we do subscribe to a direction, and I hope that I can articulate this direction.

Michigan State University houses nearly 20,000 of its 38,700 students in residence halls. Next year, we are anticipating an enrollment of nearly 40,000, and we will be housing 22,000 in residence halls.

For those afraid or frustrated by bigness, you will quickly understand the potential dangers of anonymity, mediocrity, and a loss of a sense of mission that can become an ingredient of bigness. Our first residential effort to deal with bigness was begun in '61 with the opening of our first living-learning residence hall. It was decided that it didn't make sense educationally to move thousands of students several times a day between their residence halls, and their classrooms, and their library, and their laboratory.

This was not an expensive venture, as the residence hall which served for the first living-learning residence hall was already being built when the decision was made to add faculty and classrooms to the residence hall. Two large janitorial supply rooms were changed to natural science labs. Sixteen single rooms adjacent to the elevator lobbies became faculty offices, and multi-purpose rooms became classrooms by day and study or discussion areas by night.

Basically the student's general education requirements — at Michigan State we call this University College — and his academic advising were completed in this setting. The student journeyed to other areas of the campus for his elective courses, or we surveyed the students and found out what they were planning to take, and then we talked to different departments and asked them to have faculty come there in our classrooms and present their courses.

Even though a longitudinal research study did not precede our living-learning innovation, I can assure you that faculty, student personnel staff, business managers, all staff at the residence level, took full advantage of the peer group influence to establish an environment that was conducive to the goals and objectives of our university.

In other words, I believe the Hawthorne effect was working in this experiment. Everybody knew he was in an experimental situation, and everybody wanted to see it work. We have tried to keep the excitement of that mission as a part of all our innovation.

The living-learning program provides a student community engaged in similar curricular offerings, thereby giving the students a commonality of certain attitudes and certain interests. In essence, this academic community was large enough to provide a range of selectivity based upon individual preferences for companionship, but not so large that most individuals didn't at least recognize each other.

We took advantage of the fact that the student's living arrangement provides the major single source of daily contact. Peer group influence — that special ingredient in the environment for learning, is most certain to be enhanced, if there is considerable overlap between the membership of the formal college unit and the living unit. All these factors have been discussed by Dr. Ted Newcomb in all of his writings, many times, but this was the application of the theory, and the research knowledge.

The important point that I must re-emphasize is that all components of the environment, regardless of how small or how large their job in the residence unit, were dedicated and committed to the fulfillment and the understanding of these worthy goals. Guideposts were established which have continued as the foundation for additional living-learning units and new residential colleges.

We took the basic university administration and decentralized it completely. A superstructure was not created to supersede the traditional lines of authority and administration. This required an "expertise" from all the participants in the decentralized community. The faculty brought their subject matter depth. The business manager provided a good food service, well maintained facilities, and an efficient and effective business knowledge, and the student personnel administrator brought a perspective on the individual student which encompassed his behavior, his government and his growth. The academic administrator resisted the suggestions that he should become the focal point of the residential community.

Another guidepost — we created a coeducational residence hall, and the coeducational concept became a reality on our campus for the first time through our living-learning residence hall.

The learning environment and the living environment were expected to reinforce each other, and this meant that the residence hall advisory staff and the decentralized deans of student operation were equal partners in this enterprise. They didn't say, "Since I don't have faculty rank, I cannot participate with faculty members." The faculty expected an expertise of that head resident advisor, and if he couldn't produce at that level, we had the wrong man in that position. Also, the faculty members were allowed the employee rate for meals in our dining rooms, and were encouraged to eat in the dining room with students.

Another guidepost which we have completed is a new document that defines the primary and shared responsibilities of the three administrative divisions represented in our residential colleges and in our living-learning residence halls. This document outlines the primary responsibility of the teaching faculty, the student personnel operation, and the business staff. It also outlines the shared responsibilities.

The new semi-autonomous residential colleges have carried the concept of the living-learning units to an even greater depth by officing the entire college, dean and all, in a residential setting. We took one of our residence halls built in the early 1940's. It took us two weeks to remodel that residence hall into a residential college. We took the student rooms on two floors and made them into faculty offices. We took four multi-purpose units, folded up the ping-pong tables and left the chairs there. We put in a folding curtain, and a wall and we had the classrooms for the facility, and also the faculty offices for the facility.

In the residential college, we are eliminating certain common subject matter titles in the humanities, and in the social sciences, and in the natural sciences in favor of certain topic-centered courses in an attempt to recruit special faculty interest and involvement on the part of the student.

Basically, the Dean and the Assistant Dean for the instructional program, a complement of faculty, counselling center personnel, business managers, residence halls advisory staff and students form the decentralized community and determine the day by day decisions.

Now, implications: As I visit colleges on small campuses I find the ills of higher education within all of our ranks. Reducing the physical distance between residence hall and classroom, providing the convenience of facilities that increases the probability for personal encounters between faculty, staff and student have not solved all of our problems any more than these factors of size and convenience have solved all the problems and all the ills of higher education on our small campuses.

Research results are contradictory. Studies that have used standardized instruments now describe the living-learning units as having a strong sense of community, but not necessarily having a higher intellectual environment. Dr. Lowell Capefour, the Associate Dean of Students at Northern Michigan University, found that over 90 per cent of the students in our first residential college felt faculty knew them by name and took a personal interest in them as students.

My own research, which was a follow-up study on the initial population of our first living-learning residence hall, found that 80 per cent of that sample definitely recommended the living-learning concept as superior to the conventional curriculum, course offerings, and residence hall.

Our staff has done independent study research which boils down to one thing: Basically what we are discussing is an attitudinal question. This attitudinal question is a question of priorities — and may I be so blunt as to list what I see these priorities to be.

Money is needed, and money is available for this. The crucial problem is that we don't have the intestinal fortitude within the university community to make the decisions that will build on the traditions of yesterday.

All participants in the university community, I believe, are falling short, whether we are talking about the faculty member whose main allegiance is to his professional identity, to his professional organization, to his own expertise as a scholar, or the professional student personnel administrators who have allowed a profession to be built called student personnel where the final arrival is only at the dean level and where the expectation of the competence — and only the competence — is at the dean level. We won't allow decision making except at that level, and the staff at the residential hall level is not in keeping with what we know to be quality educators.

If we could not attract at the residential hall level a very superior kind of educator, we would go a different direction with our student personnel operation. So I just can't say to you that I think we have been able to define a direction — a model of decentralization, a model where status and title have got to become secondary to the mission, and where the priorities of time, attitudes and dedication are in keeping with that mission. If we fall short in any of those three areas in defining our direction, then the model that we have presented is not a good model for higher education.

The living-learning residence hall or residential college could be a direction for establishing quality undergraduate education. It is imperative that the autonomy for decision making be given faith and support by all members of the university. The living-learning residence halls are but means to the greater end. The theme of this conference, "The Climate of Learning and the Student Personnel Administrator" is a recognition of the need for a competency from all of us.

Seminar 2

THE STUDENT EXPERIMENTAL COLLEGE, ITS IMPACT ON CAMPUS CULTURE

Wayne Tinkle, Dean of Men, Marquette University, presiding.

DEAN JAMES ANDREWS (Associate Dean of Students, San Francisco State College): I am sure you are pretty well acquainted by now with the sorts of problems that students identify as the reason why an experimental college might develop. Dr. Rudolph introduced some of this, and probably in your own awareness and experiences, you felt a lot of the same things that the students now are complaining about.

The question that most of you will be asking is: What can be done? Where will the pressures for change come from? How will change be accomplished?

You know pretty well that probably it won't come from the faculty. Historically faculties have been the last to initiate any particular change. It probably won't come from us, in spite of how much we would like to think it would, and other administrators who may have ideas about how they would like to see a college restructured. So it probably will have to come from students, and at least on our campus, this is where it has originated, and we are not sure just now where it is going.

I am sure that part of our phenomenon is a result of the area in which we live. San Francisco is a kind of far out place. At least, its image is that way, and the students who

live there like to perpetuate that image. Also, it is a city which is internally — bugged is a good word — by chronic poverty areas, by the black-white issues and by a certain amount of political machinery that has kept a low income area active and bubbling.

There are about 18,000 students at San Francisco State, most of whom live off campus in various areas, such as the Haight-Ashbury. It is a sort of place that is experimenting, and a place where experimentation is off campus as well. You could find nothing more experimental than the Love Generation in the Haight-Ashbury district.

The experimental college has been about two years in formation to its present status. In the Fall of 1965, it was three student-initiated seminars and it had no name. At the beginning of the Spring semester of '66 it had grown to 23 student-organized seminars. A visiting professor was hired by the associated students — a certain Mr. Paul Goodman. Suddenly they found they had 350 students enrolled. They had 30 faculty advisors. And these were basically learning groups in which students and faculty worked closely together. The experimental college was born about that time.

The courses of study initially were such things as social change; a course that was typical might be called Perspectives of Revolution. A second was perhaps in the arts, and *avant-garde* literature. One course was called "Astronauts of Inner Space". It dealt with the literature and art of the European avant-garde since 1885.

I mention these as an illustration of the types of things that students seemed to be wanting at that time that were not available in the standard college curriculum. The process whereby the initial courses were created was very simple. Anyone who wanted to create a course, created a course. All he had to do was to list himself as an organizer, publicize through whatever means he wished, and he was taken into the general group called the experimental college. He might teach the course himself. He might simply organize the course and involve a faculty instructor or a faculty professor in the teaching of the course. And he might have no teacher whatsoever. It might meet on campus; it might meet off campus. It was his responsibility and he was the person who could relate it to what else was happening in the experimental college.

The Council of Academic Deans set up a procedure for the college whereby any professor could create an experimental course. It needed the approval of the department, and then he was able to set about giving up to six units of credit for that particular experimental course. He might initiate this himself; he might respond to a group of students from the experimental college, or outside the experimental college.

He could arrange this, under a special series and it became a formal part of the curriculum in the college. Also, the academic senate encouraged faculty in different educational approaches to the same subject in different sections.

Last Summer, 25 students remained on campus throughout the entire summer, conducted workshops, evaluations, and tried to create a structure for the experimental college. At that time, it was formless in structure. It had no central source of information. Anybody who was involved *was* the experimental college when he was talking — and it had no money. And this, on our campus, was a serious problem because the majority of our students are at least partially or entirely self-supporting. If they were going to involve themselves in working as teachers or organizers, they could not spend the time taking full units themselves and also working. So we had to find ways whereby these students could be paid.

Even more fundamentally, they discovered that they had not really defined their purposes as yet. There were no specific purposes that could be articulated well or that could be used as a criterion against which to judge how the experimental college was developing.

By the end of that summer, the college was probably at its highest point. There were more than 70 courses — many of which carried credit — almost entirely student-organized. It had a catalog of about 30 pages or more with complete course descriptions. There were more than 1,200 students enrolled for participation in the experimental college.

The leaders or developers of this experimental college would in no way have been identified as primarily concerned with education. They were not education majors. Their mission was to change things off the campus in society. Our student government — by about '61 or '62 were those who took the strongest stand on off-campus issues and on student power.

The campus responded by establishing a policy which we locally call "the philosophy statement", which contains two elements which have particular relevance in encouraging the experimental college to develop. The first element — "The mark of an educated man is the critical judgment he brings to bear on himself, on his society, its institutions and his government." The critical words there are "critical judgment". The second phrase is: "Our goal is to educate students to participate constructively in the college and community affairs."

We had to put them to the test over and over again and found that all of our regulations needed to be revised. We in administration had a responsibility to insure that criticizing and organizing could be done. This had become the climate of the campus: A basic acceptance on the part of the faculty and the administration of the value of criticism and of organizing.

Constructive participation in the college began by giving voting membership to students on the academic senate and to the five major policy-making committees of the academic senate. Constructive participation can only be equal voting if it is going to be powerful participation. These are the sorts of things that the campus struggled through and put into operation.

About the same time typically, a study of our general education program became due and because of our philosophy and this climate on the campus, it was evident that the ones to look at first were the students. So it was out of this, that the experimental college seminars first began. They developed two seminars — one on organizing techniques and processes to produce change through the development and exercise of power.

This set a precedent in the fact that the associated students hired a recent student — a dropout — to be the instructor for the course, and it became fully established that they had the rights and privileges to hire their own instructors and set their own criteria for them. The college did not have to give credit if it did not wish to, but the operation would still go on as the students wished.

The second course was called Education and Personal Values, an attempt on the part of the students to see if they could create a meaningful education experience for themselves without any particular guidance.

They planned an experimental program that was equivalent to nine and a half semester units. They called it the General Education Experimental Program. They contacted the necessary professors and made credit arrangements, and this course was then offered to four groups of students on an experimental basis, in contrast to selecting three 3-unit courses in their general education program.

This whole thing began out of this movement of off-campus concern; that associated student government had a responsibility and a mission for community action. Our tutorial program has about 400 students each semester tutoring in a variety of neighborhoods in the San Francisco area and has been funded by the associated students for several years. Our community involvement program allows students to work under their own direction on such things as organizing tenants, strikes, and establishing off-campus centers for community organ-

izing groups. Students were very deeply participating in community change at the time that they decided their education was really quite irrelevant to what they were experiencing off the campus.

During the summer, then, the goals were set for the experimental college. The first one was to provide some alternative educational choices. The dominant goal is to provide the context and an ongoing mechanism where the college is forced to look at itself and to make whatever changes it could. By changing the institution, they hoped to be able to change the community. They agreed that the experimental college itself was of no importance. They cared not whether it continued or whether it died and they tried to make it as structureless as possible. They decided on a decentralized staffing pattern. They divided their curriculum into seven areas which tended to have the focuses of what might be called community arts. However, there was one new phenomenon beginning that I think would indicate some of the problems that we have had this year in finding a way of progressing in some other areas. I am referring to the black culture and art section.

This is where our black student union students decided that they wished to create a section of the college that is devoted to the study and appreciation of the black arts and culture. Courses such as "From Rebellion to Revolution," "Black Writers — Analysis of Their Work" — "Another Psychology" were set up. It is a semester long research project on the educational experience of Negro students in the behavioral sciences, ways in which the behavioral sciences, as they put it, lied to the black people.

The money problem has been only partially solved. The publicity the college had been getting both locally and nationally was pretty heady, and it was assumed that somewhere out of the federal treasury money would fall. The problem was that they didn't get their applications for grants in on time and hard, cold realities caught up with them. They turned then to the associated students for more money. I would say that their budget for the year, out of student money, ran somewhere about \$23,000 - \$25,000, in addition to the work-study EOA positions that they had.

So that is where it stood in September, and it looked as if it was going to be a rousing success. It didn't prove to be quite this way — at least by some criteria. They were overwhelmed by the registration. Their staff structure was inadequate for dealing with logistic problems — the problems of classes, conflicts of rooms, schedules. At the same time, they had to have two or three people continually dealing with magazines, television, and so forth, that were coming out to look at this new little thing that was struggling. What I think basically happened also was that they lost their sense of integrity, their clarity of purpose. They suddenly became all things to all people, a vehicle for anyone to do anything that he wanted to.

They also found that they were soon accused of being a front for various other special interest groups — particularly the black student union. Subsequently, that has ironed out, and now there are two separate organizations, even though the people work back and forth.

Gradually it gained a rather negative image. Part of this was due to the type of press that they received on campus. The students themselves had come to the realization that they were just about to be a failure and a victim of their own, shall we say, unrealistic idealism, and that they needed to make a number of changes. The basic changes they have made this semester are:

A decided attempt to become smaller. They decided that they would use the technique of just listing courses and having the organizer available, and everyone could get into a course after a personal discussion with the organizer. This, so far, has proved much more successful. The attrition rate has been cut greatly because the courses now more aptly reflect the mutual interests of the student organizer, the faculty person, and the students who wish to participate in the course.

Enrollment is about 650. There are still 70 courses given. The staff has become centralized instead of decentralized. They are making written policies whereby their priorities will be assured and followed. They have realized the need for being their own most severe critic. They are trying to refuse all magazines and have set up a very good self-evaluation procedure whereby one of the central staff evaluates each course at least once every two weeks by attending the course. They have learned to say no to anything except what they consider to be their real basic purposes.

Impact on the Institution

The faculty was a little slower in developing experimental courses. There were very few faculty departmental experimental courses in the fall semester, but by spring there were 46 departmental experimental courses, which are not regular courses. They may or may not become regular courses.

Perhaps the most significant thing is the pressures on the vice president of academic affairs. Students are now speaking much more directly to the academic deans. They are spending a lot more time with them than they are with us, basically, and it seems as if student personnel must either go into the academic area, or vice versa.

Also, the college has had to become aware of the fact that its own decision-making processes about the academic curricula are very unclear.

The black arts and culture groups have developed to where they wish to become a major department in the regular college, and are making such proposals now to the academic area.

The departmental clubs are beginning to move in the direction of experimental college. The experimental college seems to be diffusing away from the more hippie avant-garde type of interest — into the standard academic departments.

Another new focus that seems to be coming up for next year is a real look at teacher training and providing some systemized experience and evaluation for students to teach in the experimental college.

It was interesting to note that the education department did not become involved in any of this experimentation until now.

We are asked consistently and continuously such things as: Is the experimental college a success? Where will it go? These are questions we don't have ready answers for. We have a feeling that it is a success in the fact that the institution is becoming well aware and deeply involved in at least trying to answer the questions that this rather vocal and active group of students have raised.

DEAN FRED STRACHE (Assistant Dean of Students, University of Wisconsin at Milwaukee): The founding students of the Free University, all members of the S.D.S., Students for a Democratic Society, in their first press announcement announced that they did not want the Free University to be, and I quote, "a radical affair like San Francisco."

Their Statement of Purpose states: "The purpose of the Free University of Milwaukee is to create an atmosphere in which a democratic exchange of ideas is possible." The Free University of Milwaukee will be a perpetual experiment constantly seeking to re-evaluate and re-define its framework.

During the summer of 1966 all faculty members received a notice asking them to participate in the Free University. The first publicity was in the student newspaper in early Fall.

Classes began on October 10, 1966. The class that caused the most attention was Marxism as a Social Science. The other courses had to do with sexual values and conduct; constitution, might and reality; community organization as a form of social change; Vietnam; the process of cinematography; and drugs and mysticism.

These were taught on university facilities, using university classrooms. Four of the courses were taught by professors on our staff, the others were taught by students or people outside of the university. Most controversial was the fact that the Marxism course was taught by the past president of the Communist Party of the State of Wisconsin.

There was generally support from the faculty. There was support from the Student Life and Interest Committee. We also received support from the regents. It was interesting to note they just received some type of plaque from the American Civil Liberties organization for their support of this.

About 200 students enrolled in these eight classes. Over the eight month period this dropped. The final day of classes, only 50 students were attending.

I would say the main part of the success was the publicity for the S.D.S. group itself. The general campus has responded by helping to create varied programs. For example, we now have at least five lectures centered around the area of drugs. Now the union and the fraternities have gotten into this in presenting two areas discussing drugs.

A number of colleges, particularly our College of Letters and Sciences, now expressed an interest in developing more seminar type, non-credit, week-end, or evening courses.

Where do we stand now? This week, the Spring semester of the Free University will open with 12 classes with only four lectures per course. The courses this time are centered more on what they call "Contemporary Social Problems"! Migrant Workers, Humanism, Alien Nation, which is concerned with today's problems of today's youth, Vietnam, Radical Rights, and Undeveloped Nations.

I would suggest that if the S.D.S. chapters across the country determine to continue with this type of program, many of you will see this type of development on your campus. I really can't say what will happen with the group next Fall. The membership in the S.D.S. has changed. We picked up a number of transfer students with some interesting credentials, like attending at least four universities prior to arriving at U.W.M.

Seminar 3

THE CLIMATE OF LEARNING — IMPLICATIONS FROM THE TEN-COLLEGE STUDY

Sister Mary Christa Miriani, R.S.N., Dean of Student Personnel Services, Mercy College, Detroit, presiding.

DR. MORRIS KEETON (Vice President for Academic Affairs, Antioch College): The typical private liberal arts college of the mid-20th century is obsolete. Its sovereign isolation, its protected students, the one-track careers of its faculty, its restrictive curricula and teaching, and its tepid purposes mark it as unsuited to the needs of the decades ahead.

Emerging within its precincts is a new set of institutions. In these emerging institutions there should be an increasing commitment to liberal education and more room for private initiative and diverse control patterns. There will surely be diversity of purpose and philosophy among these colleges.

The good college a decade hence should be distinguished in five ways from its typical counterpart of today.

I The educational network.

The array of faculty talent that was once sufficient for undergraduate education no longer exists. Now the better colleges arrange exchanges to increase their access to diverse competencies. They provide for temporary student sojourns elsewhere. They enrich their troupe of visiting scholars. They pipe the specialist's voice and face in by telelecture and television. The campus has made its boundaries into permeable membranes. Directly or indirectly it taps the resources of a wider array of institutions — governmental, educational, commercial, and industrial.

One major response to this pressure is the formation of associations, confederations, contracts for special services by other agencies, neighborly barter, and other consortial arrangements.

Antioch swaps Russian courses with Wittenberg, and neither institution keeps a record on the other institution's enrollments of its students. Books are exchanged among the eight Dayton colleges and universities. The effect of these associate arrangements is to form a network of education services which the student may tap from his own college. But the network idea is not a cure-all. The colleges that have pioneered its use have found many booby traps and blind alleys in trying to implement it.

It permits a college to remain a more intimate community than does the idea of becoming a small university. It also avoids much of the cost of providing the whole range of complex and extensive educational opportunities on the home campus for only the home population. Some colleges are combining this network idea with a half step toward becoming universities.

In general, however, the term "small college" today does not mean what it once did. The popular idea that universities can sub-divide into sub-colleges to gain the same combinations of advantages of the small and the large is only partially correct. Size, as such, is no guarantee of the benefits of either largeness or smallness. In fact, one way to get the disadvantages of both is just to rely on size to take care of the problem.

A further variation of this theme of creating an educational network is the choice to specialize in third to fifth year programs of higher education. This retains the interest of most scholarly faculty because it gives them only upper class and graduate students. It also permits a wide array of specialists, but it usually involves a very high cost per student. It may mean a surrender of that part of the mission of liberal education which counterbalances the pressures for over-specialization and narrowness in discipline.

Some people say, "Yes, but liberal education is supposed to be taken care of in the first two years." One couldn't make a more serious mistake than to embrace this misconception, because liberal education is not a task that may legitimately be cut off at a certain age or grade level, and thereafter left to chance. As a matter of fact, it ought to begin before nursery school and keep on going past the senior citizen stage.

II Student Diversification

Another way of providing diverse opportunities in a college career is the system of granting leaves of absence in which students travel, work, or study abroad. The notion that college is a four-year undertaking is quite a mistaken picture of what is actually going on.

The widespread pattern of dropping out of one college and later transferring to another one often provides enrichment and escape from the provincialism of the single, small and isolated college or the single, big and impersonal campus, and it can be a freeing experience no matter which way the transfer occurs.

Some of the most devoted champions of liberal education view these trends as a potential fatal threat to liberal education. We believe that the trend toward interconnectedness

can be reconciled with the aims of liberal education and made to enhance it. It can actually assist the individual in discovering his greatest potential, and the distinctive values of his own locale and cultural origins.

We have some students at Antioch who were brought out of the St. Louis, Chicago and Philadelphia slums who had busted out of high school and, in one or two cases, got a police record because of their great leadership ability in the gangs of the area. These students are quite different from the usual upper middleclass students scoring in the S.A.T. scores well over 600 that we get at Antioch. As one of them expressed it after he had been through two quarters and come back from his first job period, "Why, man, I was like a comic book in the library when I came here last Fall."

The idea of an educational network may create great difficulties for a college. In the Great Lakes colleges, we tried to get the libraries to cooperate with one another. We are spread through three States, and it just didn't work. It is just not so that any kind of cooperation is good.

The management of these arrangements can be very costly. Moreover, the college's character and its clientele will be determined partly by links chosen and those rejected, and the college had better think hard about what it wants its character to be as it makes its choice of these links.

Kalamazoo did a very interesting thing. It decided that its uniformly Midwestern, white, middle-class student body needed more exposure to the world outside, so it added a job period away in the second year, a quarter to six months abroad in the third year, and an independent quarter off campus in the senior year. This was so attractive to Eastern Seaboard intellectual students that Kalamazoo got a different student body, but the programs were designed for the Midwesterners. They, of course, still have some of them.

Colleges should prepare to serve a greater variety of students than they now do. America is committed to the doctrine of equal opportunity. Equal opportunity can be given today only if there is equal access to appropriate educational opportunities. Recent studies show that measured intelligence can be raised with appropriate educational opportunity, and that pre-school and in-school, home and community environments can depress or elevate learning potential and accomplishment.

In the coming decades, educators will find new ways to raise the level of learning in both normal and exceptional children. The array of talents viewed as worth cultivating will increase. Already, federal legislation provides measures to remove inequities in educational opportunity for "handicapped children", children of poverty, those needing certain kinds of vocational education, those in federally impacted areas, victims of racial and social discrimination, children of war veterans and teachers, and other categories of students. All of these trends converge to produce a pool of students with more varied talents and backgrounds who require more diverse educational programs.

Second, colleges should thrust greater responsibilities on these students. For one thing, the numbers of today's students, the declining proportion of staff to work with them, and the effects of modern upbringing usually render it futile to try to impose yesterday's rules upon tomorrow's young adults. More important, however, a custodial atmosphere is incompatible with the inquiring atmosphere a college should foster.

Concurrent with these trends are changes on campus and in the culture that foreshadow a new student life. On campus, there are the activist minorities dominated by a yearning for service and social significance. There is a constant growth in the disparity between the good of which we are capable and the evil we are in the process of doing. These well-known conditions which become increasingly apparent to our students call for men who are prepared to decide and act responsibly in every role from citizen to professional.

A liberal education not only aims at self knowledge and appreciative knowledge of one's heritage — it also aims to cultivate self and culture. In the past, most colleges have been far too protective, both of students, and of traditional institutions and practices for this fundamental, critical, reconstructive part of liberal education to be well served.

The implication is that we ought to give greater responsibilities to students in those matters over which the college itself has control — teaching, research, and some kinds of public service, as well as administration of the institution.

I think it is because they are novices in freedom. They lack the vested interests or the experience of timing and of consequences to judge astutely of what they choose.

They are very seldom qualified to be in charge of their own learning, whether it is of rhetoric or of responsibility. Often their idea of a good teacher is one who will entertain them and not make them think too hard. They would rather be pushed than propel themselves in a setting of astute criticism from the teacher. Most students do not wish to experiment with new ways of studying and learning. At Antioch College, students are the conservatives, and generally across the country, if you push them, it is the small minority group that is after you for innovation.

But these facts do not call for fenced compounds, proctored student halls, nor indoctrination courses. To evoke their best from students, we must cherish them as they are, and trust them with significant tasks. They become adult if we trust them with responsibilities larger than they ever handled before given with a continuous and substantial dialogue with adults of more experience and greater maturity.

We need to design colleges to be a much more thorough mix of generations than they are today. Today adults are there in authority relationships, and that is just a natural setup for a rebellious relationship. What we need is a number of older people who are in there as fellow students who can seed the atmosphere with a little more experience and know-how.

This dialogue that is so essential can be very trying and costly. It is not for the faint-hearted or the tight-fisted. In the business of using student participation in governance, enormous time is required by student-faculty-administration deliberations.

If the appropriate time and talent are invested, the return can be handsome, but if not, it would be better never to make the gesture.

A pattern of student-initiated courses, for instance, can be chaotic or creative, and sometimes both at the same time. Students can confuse the objective of responsible freedom with an anachronistic kind of legal sanctuary of dormitories and campus, where self destructive and socially harmful practices take root, or they can use that freedom to achieve a quality of community that no corps of deans could impose.

Colleges may be tempted to offer students a beefed-up student government, with a lot of fanfare and very little substantial responsibility. This arrangement is one that has already had its day and failed. Don't waste your energies pushing it.

Undergraduate education, in the past, has been more indoctrinative than inquiring. Youthful exuberance has been drained off in such minor destructive activities as Spring riots and breaches of the proprietary rules. If ever we turn this energy predominantly into intellectual discovery, it is sure to bruise more deeply the proprieties and the consciences of both the professors and the public.

As a society, we have not been sufficiently matured to bear with more than a few Harvards and Berkeleys. But in the coming century, the costs of racism, parochialism, and nationalism will be too heavy and too immediate to go unchallenged.

Students can be very effective allies in pressing the challenge as an integral part of their own education, if colleges can provide the leadership essential to their doing it well.

III Challenges for Faculty

Now, what about the faculty to be? The homogenized faculty of the contemporary small college and the one-track system of faculty careers are also on the route of the dodo and the dinosaur. The strong college of the future will not frown on faculty who consult for the government, take research leaves and run up monstrous telephone bills.

The faculty will be mobile. Nor will they all be Ph.D.'s. It does not require a distinguished faculty to make a distinguished college, because distinction has little to do with the faculty's fitness to serve the primary purpose of the liberal arts college.

Why should the faculty change so radically? First, the explosion of knowledge outdates faculty whose numbers, teaching loads, and style of life are those of the contemporary college. In many a small college, a faculty member teaches four or five different courses each semester, but serves only a few students in each course. He is, therefore, overworked and unproductive — both at the same time. Whereas, a well-managed clinic today may have seven supporting staff members for each doctor, even an affluent college will have an average of less than one such staff member to free the teacher for truly professional work. How, then, can he keep abreast of new findings and new methods in his field, stay in touch with his professional colleagues, contribute to the growth or reinterpretation of knowledge?

Second, the learned community has begun to achieve some solid knowledge about learning and how it best occurs. Now, this may appear to be a bold claim when the literature continues to abound with trivial questions and data disclosing "no statistically significant difference." But we understand, at least, better how to ask questions about what matters in learning, about inducing student motivation, about organization of available knowledge for convenient access and effective use, about respect for teacher individuality and style, and about the interplay of campus culture and learning, about the dynamics of first-hand experience interacting with vicarious book experience.

The faculty member who sees himself as an educator, and not simply as one of an array of specialists in teaching, will be concerned in the future with complex problems of the design of environments and strategies for learning, the enlistment of students who will contribute significantly to one another's learning, and the continuing efforts of fellow faculty members to improve teaching.

Finally, our society has increasing needs for the services of the faculty member away from campus. We need them as consultants, as evaluators of proposals for public funding or sponsorship, as staff of industry and government on leaves of absence, as producers of new knowledge, as teachers in off-campus settings.

Hazards abound in these new challenges for the faculty. Preoccupation with any one of these growing demands can lead to neglect or weakness in others. Greater mobility in the faculty can destroy the stability of a college, its program, and its climate for learning. The quality of teaching can suffer by frequent absence or by discontinuous attention to students, and by shift of interest to glamorous opportunities at distant places. Fads in educational technology may turn a teacher who did well for unknown reasons into a confused mentor, trying to do well deliberately. Pay and status for new tasks may draw talent away from the long-range social need for better undergraduate instruction.

But the hazards are also opportunities. Faculty have never before had such ample alternatives for the renewal of their flagging intellectual interests. Never before have there been such opportunities for upgrading their disciplinary competence through temporary leaves in universities, or in field work away from campus, or for studying teaching through institutes, summer workshops, and externally financed experiments on the home campus.

IV Curricular Adventures

Our study has convinced us that safety for colleges in the future lies in greater risk taking — not thoughtless gambling, but deliberate chancing of socially important, hitherto unmet responsibilities.

Almost a decade ago, Earlham College decided that its vision of a world community implied a commitment to non-Western studies at undergraduate level, but a commitment that at that time was generally regarded as too expensive and too disruptive of good practice for a small college to fulfill. It sought a partner college, as a first step. Then the two of them got an association of partner colleges in the Great Lakes area, and partners overseas. Today, the students of these colleges may have one of the most sophisticated, exciting and liberalizing programs of Far Eastern studies available in undergraduate education in any kind of institution anywhere in the United States. The cost is readily manageable.

Again and again, the initial vitality of the colleges we studied could be traced to a critical risk, often a distinctive moral commitment. Thus, Wheaton, in Illinois, began a battle against slavery, oath taking, and secret societies. Oberlin concerned itself early with feminist, anti-slavery and evangelical missionary concerns. Montith, at Wayne State University, has combined a commitment to a special approach to liberal education with a concern for the children of laborers and immigrants in the inner city of Detroit.

V Ventures in Purpose

One of the initial concerns of our study was: Are the differences among good colleges really superficial? Is there only one ideal form of liberal arts college beneath all this outward variety?

There is, we think, something common to all good colleges — namely, they induce inquiry and discovery in their students. They free them from some of their initial biases of origin, social class, section of the country, race, national origin, professional specialization, and they open their students to continuing development in their ideas and their concerns. But precisely because of these things that they have in common, and the fact that their students come with different biases, different origins, different abilities, different interests, these colleges had to be different from one another. That is, their differences were integral to their effectiveness. They couldn't have functioned as they did had they all been alike.

So, not only is there no ideal liberal arts college in existence today, there cannot, in the nature of the case, be one. The more reason, then, that we should take courage in hand, break with our myths, and our imitative habits and hazard those ventures in purpose that reflect our own deepest concerns and make astute use of our own resources and situations and express openly our own distinctive philosophical perspectives.

Seminar 4

THE ROLE OF THE COLLEGE PUBLICATIONS ADVISER IN THE PROMOTION OF A CLIMATE OF LEARNING

Charles M. Renneisen, Dean of Students, Richmond Professional Institute, presiding.

DARIO POLITELLA (Associate Professor of Journalistic Studies, University of Massachusetts): Student publications have a continuing history of irritating college administrators, dismaying English department faculties and philosophy academicians, and embarrassing journalism educators. Such harrassment may well result from the collegiate editors' misunderstanding of a phrase quoted by Columnist Marquis Childs. He describes the Great Editors of Great Newspapers as those who "comfort the afflicted and afflict the comforted," Since college editors react to aspirations of greatness, they identify with this Childs-like slogan, but, being students, they react to only half the message. So, they end up by afflicting the comforted — on their campuses and off.

Examples of afflictions.

Barry Goldwater was stung by the *Colorado Daily* with a gadfly letter to the editor which had called him "a fool, a mountebank, a murderer, no better than a common fool." Dean Charles T. Duncan of the Colorado School of Journalism noted somewhat ruefully at the time, "and to think that some good heads-up copy editing would have prevented it all."

In the fast dimming past of once-upon-a-time, few citizens off the campus ever paid attention to student editors engaging in the fun and games they used to call "hi-jinks." But lately, the antics of these protestors-with-pens are finding space each month in the print of commercial newspapers. For example, one controversial editor wants to impeach the President of the United States. And his college president disowns the editor with plans to start a competing newspaper.

Another editor is pronouncing publicly his plan to secede from the union with the campus administration by incorporating. The reason: his State's Legislature voted to subject the campus newspaper to "an objective review by an outside group" because of controversial articles he'd been running. On a neighboring campus the editor comes under fire from no less than the faculty. The editor retorts that her paper is "not a bulletin board for the administration." And there are other rebuttal statements to the effect that the faculty was unhappy because the paper did not print enough news about faculty speeches and accomplishments.

An article termed "obscene" by an energetic district attorney results in a near riot on an Ivy League campus. Two editors are suspended until they apologize for a bitter satire which listed the President as being among the top "mass murderers" of the year. And publication of a West Coast literary supplement to a campus daily was also suspended earlier this year. Its sin: the reproduction of a nude painting so shocking, apparently, that it aroused two students to threaten suit against the paper.

This, then, is how the student publications editors are making the scene in 1967. It has been a real education for their advisers, at least.

Since it is only a short month since the Ides of March, the sap has barely started to flow. It will reach full flood with the end of the term's study period and the beginning of finals. You student personnel administrators know better than we poor journalists that panty raids and other protests are inevitable during the pre-finals let-down period, the night before a vacation begins and when the winter thaw heralds the coming of Spring.

Now that we have established the scene, let's pursue the student editor into his academic lair. While he merrily attacks his self-imposed mission of afflicting comfortable college administrators, state legislators and sundry citizens, the faculty adviser assigned to him spends most of his time now comforting the recipients of the editor's barbs and later, comforting the editors themselves, as they ultimately become the afflicted.

The teacher-adviser is the real martyr of the student publications revolution now waging on the American college campus.

By associated students, the "adviser" may be considered the obstacle to their rightful use of the campus press as the house organ of student government, since they support and budget it. By the various sponsors of organizations on the campus, the "adviser" may be considered their man at the top, who decides when favored space is donated for their causes. To many college administrators, the "adviser" is anonymous as long as all remains peaceful and quiet. But when the printer's ink hits the air conditioning, the adviser becomes the "fall guy" for everyone who is splattered.

To the student editors, the adviser may be the chief frustrator of their ambitions for personal journalism; the man who wasn't there to keep them from getting into the trouble;

they didn't know what they were heading for; or the private cheering section to applaud when they say, "We did it ourselves."

Problems of Student Press

Student journalists are remarkable in that their mistakes show little change from academic generation to academic generation. I have come to the obvious conclusion that the problems of the student press will become worse before they improve. And I believe the basic reason is that we, as campus leaders, have not yet faced up to the fact that for student publications times have changed radically.

Latter-day student journalism has become big business as a result of the sheer numbers it serves. The facts of student publishing life now are that campuses with five-figure enrollments demand daily newspapers and monthly magazines which are paid for with six-figure budgets produced by salaried staffs who devote more time to newspapering than they do to studying. And on top of it all, they are a significant link in the national economy, since they command space to communicate with a significant part of the 15 billion dollar teen-age market estimated by *Printer's Ink*.

Unfortunately, too many of our educators today see the current student publications still in the light of their own experiences of some 20 to 30 years ago. Editing a publication then was a jolly-go at an extra-curricular labor of love, fun and games whose only virtuous reward was a BWOC label and status among the peer group.

What I am leading up to here is that if we admit that the publications picture has indeed changed from a simple, inexpensive, uncomplicated, extra-curricular student activity to a big business, six-figure, advertising-oriented, influential communications activity which can be a meaningful educational experience as well, then it follows that those students participating must be trained, supervised and rewarded. In other words, the "revolution" is that big-time student publishing activity is no longer the extra-curricular activity of other days. It is moving into a new dimension as yet unclassified. We have spawned the publications. We are guilty by association when they err, whether or not we have been active in their conjurings.

But too many heads-in-the-sands-type academicians tend to abdicate their responsibilities so that when the student journalists do embarrass, they want to be able to say, "They did it themselves."

Indications of Revolution

At this point, please permit me a few more indications of the revolution that has been brewing in the college press.

Annette Buchanan, managing editor of Oregon's *Daily Emerald*, has aroused more favorable furor for the cause of protecting the newspaper reporter's sources of information than even the Marie Torres case. And recently in the headlines was our own case of *Yahoo*, the humor magazine of the University of Massachusetts, after an outraged Senator from the witch country of Salem, Massachusetts, considered a cartoon in the April *Yahoo* to be blasphemous and an affront to what he termed "my religion."

The resulting furor had many newspapers of the State echoing the threat-to-press-freedom-cry. At the same time, the 65 per cent Roman Catholic population of the State reacted with equal emotion.

Rare indeed is the vigorous campus which has developed immunity to such trials of student journalism. The publication *Sabrina* of Amherst College elicited disclaimers from the college administration that it had anything to do with student publications there. The incident involved the photograph of a truck marked with the name of a local businessman.

Inattention to financial procedures by student newspaper staffs has also resulted in pub-

lic notice. The venerable *New York Times* has recently recorded the fact that St. John's University *Torch* was suspended because of an ineffectual student business manager who had permitted outstanding bills over a three-month period. And the Hunter College *Meridian* suffered the same fate, the *Times'* readers were told, because the student newspaper was in serious financial difficulties since the staff had neglected to collect debts owed the paper.

Current history also records that a study is now being instituted by the Board of Governors of the State Colleges and Universities of the State of Illinois to examine the desirability of incorporating student publications in that state. The University of Alabama is impaled on the horns of its own dilemma: Should it incorporate its publications or increase student press freedom by reorganizing its current publications board to permit greater student representation? And Arizona State University is in the throes of finding a solution to the problems of salaried staffers and the requirements of the Fair Labor Standards Act of 1967.

Opportunities for Educators

As a result of these foibles of the student press, it appears to be evident that the revolution of the student press provides virgin territory for the educator bent on exercising his calling. I believe that his active participation in the fun, fame, fear and foibles of student journalists will inevitably result in the improved quality of the medium, in the sharpened reflexes of educators who might otherwise petrify in their ivory towers, and in better-trained journalists for our society.

You are probably wondering, at this point, whether anyone connected with student publications has learned anything at all of the legacy that has been transmitted to succeeding generations of students. This is admittedly the adviser's continuing problem — how to provide continuity so that student staffers need not satisfy the compunction for experimenting with already established principles and to spend his time, instead, on penetrating new frontiers of thought and action. We need to enforce the realization here that student publications offer a learning process, if students would but accept them as such.

The role of the college publications adviser in promoting this climate of learning which is inherent in such activities is to help the students transfer their theories to practice. To do this effectively, I suggest that college student publications must be removed from the extra-curriculum and installed in a third dimension of *Academe*. They should be independent business entities which, under the tutelage of qualified teacher-advisers, will provide the student editors with on-the-job, non-credit but salaried training for communicating in the "real" world.

I would liberate the teacher-adviser from the confines of his "advising" role and promote him to "consultant," with a mandate to initiate guidance, and take charge of the training programs now being given, if at all, by students themselves.

The authoritative training I am talking about would include the freedoms and responsibilities of the student press — laws of libel and invasion of privacy — copyright — ethics — layout and typography — photography — headline writing and copy editing — business and advertising.

You will note that I am suggesting a consultant function in the liberal arts college which has resisted the encroachment of any journalism courses into the curriculum. In those enlightened schools where journalism has already been accepted, the consultant's role would be modified to avoid repetition, to serve the uninitiated with basic training, and to supply more sophisticated refinements of the craft to the more advanced students.

Credo of a Publications Consultant

I have purposely avoided the abstract considerations because I am hopeful that the following statement which I call the Credo of a Publications Consultant will answer whatever questions have been suggested to you. The Credo reads:

I believe that student journalists are vested with an unalienable right to make honest mistakes;

I believe that student journalists must be free to exercise their craft with no restraints beyond the limitations of ethical and legal responsibilities in the matters of libel, obscenity and invasion of privacy;

I believe that student journalists are as free as any other responsible citizens to probe every facet of their campus community, their nation and their world without fear of reprisal;

I believe that student journalists are basically persons of good will, who serve their public's interests as they see them within the limits of their training and experience; and

I believe that their consultants are vested with the mandate of guiding journalists toward the most responsible applications of their craft, and of defending the students' rights in so doing.

A last word about the student publications revolution we are witnessing. Many college administrators are plagued with lusty communicators on campuses which are not ready for them. The administrator doesn't know the answers to the burning journalistic questions of the day: Who are you? Where are you headed? Who is your captain? The student staffers have a similar problem. They don't know the answers, either. And today's generation, they tell us, is constantly questioning itself.

Answers may be forthcoming with the establishment by the National Council of College Publications Advisers last Fall of a commission to study the freedoms and responsibilities of the college student press in America. By the Fall of 1968, we hope to be able to offer universally acceptable guidelines for the operation of student communications media.

Until then, may I say that I personally find the climate of learning for the consultant to the student press to be seven-tenths overcast, with temperatures rising. My forecast is for steady improvement. Tomorrow may be unsettled. But the weekend may be sunny and milder.

DR. PHILLIP A. TRIPP (Research Specialist, Bureau of Higher Education, United States Office of Education): I must make a response in terms of a different perception from Dr. Politella's in terms of a liberal arts undergraduate college. I offer as my thesis the following: We should do away with student publications. And I offer this seriously.

The college newspaper is now the vehicle which carries on one of the primary functions of higher learning, and that is dialogue. The college newspaper or magazine is the principal vehicle whereby members of the academic community conduct their work. We can go back to the model of Martin Luther pounding those 99 theses on the door of the church at Wittenburg. He was setting up a situation where dialogue could occur with his fellow theologians and with all those interested in religion.

Now we have students carrying theses with dirty words on them around the campus to carry on such dialogues.

So I think we have to turn to our young tyros for the message. As Marshall McLuhan says, "The medium is the message." They are now conducting for us one of the principal missions of the higher learning. But we have given them strange prerogatives, either by default or by indirection. I think Dr. Politella sets up the stereotypes very well — the matter of ego support by becoming a student editor as a motivator, providing a vehicle for ego development, the phenomenon of having to pay high salaries in order to attract youngsters.

But the most dangerous phenomenon we have allowed to develop is that of the adversary role. The students did not have models of scholarship to turn to, so they turned to the daily press for models, and their function is not very significantly different in their minds

from that of the standard newspaper, which is to paint pictures of pain, and anguish, and dismay, and unrest, and discomfort.

We have also allowed our professional colleges to take on guises that they have no appetite to take. Dr. Politella described it quite eloquently. We have invented a big daddy against whom to sling the arrows of outrageous fortune, and the college publication's adviser is this big daddy. I think it an unreasonable role.

We have failed to use this mighty engine of the newspaper, of the college radio, and even the college yearbook, to serve a most important function of binding the college together. It ought to be, in my judgment, run not by students alone, but by all of us. I advocate the abolition of student publications, but offer in their place **community publications** where all members have equal responsibility and equal access to carry forward those important missions of higher education, of exchange, of disputation, of analysis, of all of the good things I think scholarship is about. We should not allow, or permit, or encourage the kinds of stereotypes I think exist in undergraduate communication media now, because they are mis-educative. They do not serve the community. They do not do the job that needs to be done to promote what we have here in this convention labeled "an appropriate climate for learning."

... *A question and answer period followed . . .*

Seminar 5

A STUDY OF ATTITUDES CONCERNING UNIVERSITY RELATIONSHIPS WITH STUDENTS

Donald R. Gerth, Dean of Students, Chico State College, Chico, California, presiding.

CHAIRMAN GERTH: One of the emphases of this NASPA Conference is on the development of the climate of learning. We heard Dean Williamson comment earlier on the importance of research. Today's program is a report of such research prepared by four of our colleagues at Colorado State College at Ft. Collins, concerned with a study of the communities in which we serve. Burns Crookston, Dean of Students and Professor of Psychology at Colorado State University, will deliver the report.

DEAN CROOKSTON: This is a summary of significant aspects of a study of parents, students, student leaders, academic faculty and student personnel faculty concerning the type and quality of relationships which should exist between the University and its students. The research was a joint undertaking of the Office of the Dean of Students, the Housing Office and Associated Students of Colorado State University. The study was motivated by a variety of developments in higher education both locally and nationally during recent years which indicate substantial changes are needed, not only in providing for more significant opportunities for student self-development and training for responsible citizenship, but also in building curricula and improving methods of instruction.

In recent years, Colorado State University has developed or modified a number of policies related to student life. The present study was undertaken to provide a basis for further policy formulation in this area.

The attitudes of the five populations were investigated in seven areas of University-student relationships. This paper deals with certain aspects of five of these areas:

1. What type of overall educational philosophy should the University follow? Is the University seen primarily as a vocational training ground for young people or are there other major educational objectives?

2. Student academic freedom including individual expression, speaker policy, peaceful demonstrations.
3. The type and nature of living regulations the University should impose upon its students.
4. Student conduct including attitudes on social activities, hours, chaperons, student dress and the like.
5. To what extent should students be allowed to govern themselves?

Methodology

In the summer of 1965, a list was compiled of all undergraduates who (1) had attended Colorado State University the previous spring quarter and (2) were eligible to return in the fall as sophomores, juniors, and seniors. All freshmen who were admitted fall quarter 1965 were added to the list. Foreign students and married students were not included; left was an undergraduate population of 6480 from which a random sample of 10 per cent (648) was selected.

Parents of these 648 students were sent questionnaires during August, 1965. By means of a multiple mailing procedure (Robin, 1965), replies were obtained from 605 pairs of parents (93 per cent). Using the same procedure, questionnaires were sent to the 648 undergraduate sons and daughters in October, 1965. Responses were received from 603 (93 per cent). Students who responded were divided into two groups, those who had returned to the University in the Fall of 1964 (referred to as attenders) and those who did not return in the Fall (referred to as non-attenders). Students were then matched with their parents, resulting in 518 matched pairs of parents and son or daughter attenders, and 60 pairs of parents and son or daughter non-attenders. Responses from 25 parents and 27 students could not be matched. No responses were obtained from 18 students or their parents.

In the Fall of 1965, three additional groups, academic faculty, student personnel faculty, and student leaders were contacted. A 10 per cent random sample of academic faculty was taken. Responses were obtained from 71 of 81 faculty members (87 per cent). One hundred per cent response was obtained from the 52 student personnel faculty who participated in the study. A total of 36 student leaders (82 per cent) responded out of the 44 selected to participate in the study.

A total of 64 statements was written by two of the authors to measure attitudes toward academic freedom, living regulations, student conduct, student self-government, services offered by the University (e.g. health services), and general policies governing a variety of activities, such as allowing automobiles on campus.

The final questionnaire consisted of 64 statements, placed at random, to measure attitudes, a checklist of 15 reasons for attending or encouraging a son or daughter to attend the University, and four statements expressing different philosophies of higher education. This report is based primarily on the four attitude scores obtained from 37 of the 64 statements used in the questionnaire. In addition some comments will be made on the items related to institutional philosophy.

Additional information was obtained from students and parents but not from faculty, student personnel faculty, or student leaders. Students gave data on age, sex, class, major, location of campus residence and permanent residence. Parents were asked to provide information indicating whether their son or daughter was attending the University, residence, size of community in which they reside, education level and occupation.

Summary of Responses

The first step in reporting out the data was to present the responses to each of the state-

ments in table form by simple percentages for each of the categories. (Illustrative tables and data available from Dean Crookston.)

Philosophies of Education: Respondents were presented with brief statements describing four purposes of higher education.

- a. to prepare a student for vocation (vocational)
- b. to develop the intellect, to help students cultivate reason and solve problems rationally and objectively. (rationalist)
- c. to emphasize the physical, social, emotional, cultural, as well as the intellectual development of the individual. (neo-humanist)
- d. to discover, train, and utilize individual talents, to liberate and perfect the intrinsic and creative powers of every student. (instrumentalist)

There seems to be no central preference by parents, students and student leaders in regard to educational philosophy. Faculty tended toward the rationalist philosophy, while student personnel faculty appeared somewhat neo-humanist in orientation. While all groups agreed the University should teach and uphold the moral values of society, only the parents had strong beliefs that the University should encourage students to participate in religious activities or that the University experience should deepen students' religious convictions. Only student personnel faculty saw residence halls having a more important value than economy, food and shelter.

Academic Freedom: Students, student leaders, academic faculty and student personnel faculty were in agreement with the statements related to academic freedom. The student leaders were consistently the most liberal of these four groups, followed generally by the student personnel faculty, academic faculty and students. Parents, on the other hand, were somewhat adverse to the statements. They evidently drew a sharp distinction between three areas of academic freedom; namely, individual expression of speaking, writing, or publishing freely; individual and group demonstrations; and types of speakers students should be permitted to hear.

In general, parents showed a marked tendency in the direction of restricting student academic freedom, while students, student leaders, academic and student personnel faculty tended in the opposite direction of desiring greater academic freedom for students.

Living Regulations for University Students: Findings show parents have strongly restrictive attitudes concerning living regulations both on and off campus. Academic faculty tended to agree with the parents, while students and student leaders expressed more liberal views. Student personnel faculty tended to take a more intermediate position.

Social Conduct: Findings under Social Conduct indicate that parents again tend to agree with restricting the number of activities as well as freedoms of students.

Faculty respondents favored some restriction of activities and regulations governing social conduct of students. Student leaders, students, and student personnel faculty were similar in their views and tended to disagree with regulations and restrictions of freedom related to social conduct as outlined in the survey.

It is important to note a wide range of responses within each of the groups, excepting the parents. This suggests wide divergence of opinion among respondents as to their attitudes toward regulating social conduct.

Parents, as a group, consistently felt very strongly about regulations governing social conduct. In general they favored restrictions and regulations.

Student Self-government: All groups agreed that students who live in residence halls should be allowed to establish their own government and rules of conduct. There is agree-

ment that students should have a voice in formulating regulations which affect them. However, although permissive in nature, both these statements imply some type of control.

All groups disagree with the idea that students should be allowed to govern themselves without University supervision and that fraternities should be free from University supervision. It should be noted that these two statements have no implication of outside control on student behavior.

Statistical Differences Between Groups Studied

Attention may be immediately drawn to the fact that highly significant statistical differences existed among the five groups on all four areas of the attitude questionnaire. Some tentative conclusions suggested by these data are:

- Parents tend to have the most restrictive attitude toward academic freedom while student leaders are most likely to favor a relatively open policy.
- In issues of student conduct, parents and academic faculty tend to demand more restrictive regulations while students and student personnel faculty occupy a midpoint. Student leaders appear to resist control of student conduct most strongly.
- When living regulations are considered, parents once again are most restrictive, followed by academic faculty. Students, student personnel faculty, and student leaders do not appear to differ in a practical manner on this scale.
- The differences in attitude toward student self-government are less marked, but still highly significant. Parents and academic faculty occupy positions favoring the most controls while student leaders appear to desire less.
- A general conclusion from all these data would appear to be that parents occupy the most restrictive position on the Parent-Student Attitude Survey. They are followed by the academic faculty whose attitudes resemble parents more than any one other group. Student personnel faculty and students appear to have generally similar attitudes when all scales are examined together. Student leaders seem to occupy a most liberal position on the CSU campus.

Further analysis of these data now appears fruitful. The following summary points can be made:

- Parents and students differ markedly in every area of the scale, (one of the more interesting findings of the total study).
- Students and faculty differ in three of the four areas. The faculty tends to favor more restrictive regulations except in the area of academic freedom.
- Students and student personnel differ only in regulation of student conduct with the personnel staff tending toward a more restrictive position in this area.
- Student leaders tend to be more liberal than students in general, but in living regulations and self-government, no significant differences appear.
- Parents differ from student leaders, faculty, and student personnel in addition to the student body. Interestingly all 16 comparisons between parents and the other groups were significant.
- Faculty and student personnel tended to agree on academic freedom and self-government scales, but otherwise the faculty tended to a more restrictive position.
- Faculty differed from student leaders on all scales while student personnel differed on student conduct and academic freedom.

Influence of Demographic Factors

Are attitudes of parents and students influenced by sex, place of residence, academic status, class, size of home town, education of father? Presented here is a summary of preliminary findings. Further statistical work is being done.

Place of residence of students. No apparent difference, except students living in sororities and residence halls (men and women) showed a more restrictive attitude toward living regulations. Parents of sorority girls and daughters living in women's halls were more restrictive in their attitude toward living regulations.

Students on or off academic probation. Both students on probation and their parents tended toward a less restrictive attitude on living regulations and social conduct.

In state vs out of state. No difference in parents. Out of state students were slightly less restrictive in attitude toward living regulations.

Females by class. There is an observable tendency for parents' attitudes to become less restrictive in the category of living regulations as their daughter proceeds from freshman to senior. There is an intriguing pattern for the daughters. Their attitudes on academic freedom, living regulations and social conduct show a liberal trend through the junior year, then becomes more restrictive the senior year. This category needs further attention. Attrition may be a factor.

Males by class. Parents of sons tend to be more liberal in their attitudes than parents of daughters on all four scales, and especially so on living regulations. Class of the son, however, appears to have no bearing on the parents' attitude. The pattern of attitudes of the sons is somewhat more liberal on academic freedom and living regulations after the freshman year.

Males vs females. Females are significantly more restrictive than males on living regulations and social conduct.

Parents of males vs parents of females. Parents of females are significantly more restrictive on social regulations.

Education of the father. The higher the education level of the father the more liberal his attitude toward academic freedom, living regulations and social conduct. Education of father appears to have little impact on son or daughter. (This item needs further exploration. There could be a sex difference).

Size of home town. No apparent effect on attitude of parents or son or daughter.

Discussion

At the outset, it should be recognized that this study is of a single university population. Any generalization beyond Colorado State University should be consequently viewed with caution. However, based on the CSU student response to the College Characteristic Index (Ivey and Miller, 1967) CSU appears to be a representative state university in terms of attitudes of students.

Considerable interest has already been expressed in repeating this study at several institutions. For this reason, further refinement and validation of the items on the P-SAS is being done. It is expected this work will yield an instrument with fewer items and will include some areas not covered in the present study.

It would be useful to explore other populations. For example, the University of Minnesota is currently conducting a study of attitudes of off campus groups about issues related to student academic freedom. Groups like the American Legion, Elks Clubs and other business, social and civic organizations are being surveyed.

Further work should be done in exploring attitudes related to institutional philosophy. The data we have so far suggests that those working closely with students in student personnel evidently are operating from a somewhat different set of assumptions about higher education than are their academic colleagues. If this is so, then small wonder we are experiencing difficulty communicating to our academic friends the learning outcomes we are attempting to produce in the lives of our students.

Perhaps the most dramatic aspect of this study is the wide discrepancy which evidently exists between the attitudes and expectations of parents about the relationships which should exist between the university and its students, and the attitudes of their own sons and daughters, the faculty and student personnel workers. It is clear, for example, that current policies at Colorado State University are at variance with what the parents expect should be the relationship of the university with students. We permit a much wider degree of student freedom than the parents would wish, and suspect that a large majority of the same parents would be shocked to learn that many of the statements which they opposed in the study come right out of our current operating policies. The point is we have not been communicating clearly to our parents (as well as to our students) what our policies are, where we are going, from what philosophical basis we are developing our programs and policies. When trouble develops, it is no wonder parents become righteously indignant that the university is not behaving in accordance with their expectations.

The marked variation in parent and student attitudes is also intriguing. These would appear to be a remarkable illustration of the "generation gap." Surprisingly, our faculty attitudes approached those of parents in terms of demand for restrictions. When these data were presented to our academic faculty, one faculty member suggested that perhaps it was time student personnel people realized that the faculty and parents represented the "real" goals and expectations of society and that student personnel should set about to bring students more "in line with the older generation."

To the contrary, it would be tempting to state that one key goal of student personnel might be to set about changing the sets and attitudes of the older generation. But perhaps a better point of departure might be simply for us to help the several audiences and groups within and without a university to understand one another better. While we should seek to further communication among the groups, this does not assume that we ourselves lack a value position. Rather than being mere "wheel-greasers" for communication in the university, we should also take a value stand of our own. Student personnel has some things to say to the university and these "messages" frequently involve value positions. We have in the past relied too much on others for direction. We as educators have value commitments and it is time we started expressing them strongly and clearly.

A final comment: questionnaire data is only that — questionnaire data. While we have an excellent response, the data can be considered descriptive of only those who responded. Some of the questions were not as well worked as we would have liked. We missed areas which would be of interest. But regardless of these limitations, it seems clear that major attitudinal differences exist between key university community groups.

Seminar 6

LEARNER-CENTERED INDEPENDENT STUDY APPROACH — THE OAKLAND COMMUNITY COLLEGE PLAN

Jane Matson, Specialist for Student Personnel Work, American Association of Junior Colleges, presiding.

CHAIRMAN MATSON: After listening to Dr. Clark, at the luncheon, today and Whitney Young Sunday night at the New York State Personnel Guidance Association meeting, who had a message very similar to Dr. Clark's, without the specificity of solution that Dr. Clark presented, I am somewhat pessimistic. I am not certain how many times we have to hear this as educators, before we do something about it. Today we are going to have the opportunity to listen to some people who are trying to do something about it, who are willing to make changes, to experiment, to live dangerously.

In the junior college world, Oakland Community College is looked upon with great interest and excitement. We are privileged today to have these gentlemen here to tell us about their college and how it is developing.

JOHN TIRRELL (President, Oakland Community College): We agree with B. F. Skinner, in that while we use few machines, we think any teacher who can be replaced by a machine should be. What we really have in our innovation is mainly the application of systems to the college environment, particularly in the instructional program, which Dr. Canfield will discuss. To some extent we are starting in the student personnel area.

While some of my professional colleagues would disagree, many community and junior colleges to date have been extensions of secondary schools, or imitations of either the state university in that area or some prestige private institution.

We thought, for better or for worse, that these 300 to 500 new institutions — unique American inventions, the junior colleges, should have some other models to consider, as these developed.

We happen to agree with many of the remarks that Dr. Clark made and with Ralph McGill, a national writer, when he recently noted that much of public education today is obsolete. We certainly agree with John Gardner and his book on self-renewal, that to a large extent in education we have been handing youngsters cut flowers, innovations of earlier days, instead of teaching them how to innovate themselves.

For some of us, education is a series of experiences where you entrust the person with little r's, and then larger R's, and these R's are basically responsibility.

Let me take three hypothetical students graduating in Oakland County, Michigan. After high school graduation, one goes to Pontiac Motors and works on the assembly line, and he must be there at eight o'clock.

Another young lady, after high school graduation, goes to work for Bell Telephone, and because she is now in the work world, if she wants to go out in the evening and stay until ten o'clock, or twelve o'clock, she does this. She has her own responsibility.

Yet it seems very false to us that the third student, who graduates from high school and goes to college is kept in that cocoon and is handed little teeny r's, and we have all sorts of adolescent, and maybe even childish kinds of behavior that we perpetrate in the college environment.

I begin with this because we are very much dedicated to people learning to discipline themselves, to budget their time. This is one reason why we have our learning labs "open from Monday through Friday." For me, then, part of the answer to the turmoil in higher education is to really treat young people as adults.

As you well know, most of the American higher educational system follows the European, and particularly the Germanic traditions, and the staple of conventional higher education is the lecture method which grew up in the middle ages when few people could read. Since that time a few things have happened: the invention of the printing press, the invention of audio-visual devices that can capture material and repeat it with infinite patience over and over again.

We considered all of the evidence on how humans learn, on research and class size, and uses of various media. We looked at interesting bits and pieces in colleges and universities around the country, and the particular way the sample worked at Purdue, and we said, "What does this tell us for an educational program?" Nothing except educational custom made us group classes of 30 people for 50 minutes, Monday, Wednesday and Friday.

To a large extent American higher education was for the economic elite. There was a serious concern for, basically, ministers in the early days of American higher education, and we needed some surveyors and ship captains. If you look back, I think you will see this is one reason why trigonometry was so important.

It was to a large extent to perpetuate these values and to hand them morals, because this was pretty much a part of our society wanting to perpetuate itself.

Many of you know — and I won't belabor the point — that we now are on our way to mass higher education in America. When I talk about 300 to 500 new community colleges — and many of these serve 2,000, 5,000, 10,000 students — we are having mass higher education. These earlier basic considerations are no longer in existence. We do not have a homogeneous student body. It is not alone for the economic elite any more. Mainly we are commuting schools, so we do not have the *in loco parentis*. Most of these youngsters are very heavily oriented towards the real world undertakings about them, and many are very active in the real world, because they hold part time or full time jobs. Many of them are heavily motivated towards specific vocational goals.

You will be hearing a lot about systematizing of our instruction program. You will hear about a heavy use of program materials and information. If any of you have any qualms about program material, write Dean Leland Bache at Carnegie Tech. Dr. Bache is an eminent economist who together with a group of economists around the country, designed the introductory course in economics. They presented the course materials to about 30 students and said, "Go away and don't come back for 15 weeks." To a second group of somewhat matched students, they gave a text book and said, "Go away and don't come back for 15 weeks." That is a semester, you know. A third group had the textbook and the privilege every Monday, Wednesday and Friday for 50 minutes of hearing a fine faculty member tell them what was basically in the textbook.

At the end of this 15 weeks, at this campus, and at three other campuses across the country, the group that just took the program material finished high, in most cases; the students with the textbook and faculty member finished significantly below that group, and slightly above the group which used just the textbook.

So if we are concerned about achievement, efficiency and economy as we are, if we are going to undertake the education of millions of youngsters these things must be looked at.

My limited experience over the last 10 or 12 years is that student personnel people in general are middle class people, who look up towards the professions, and are heavily identified with the white collar and prestigious kinds of jobs in our society. Our kind of institution has many youngsters who need to come only one semester and take a drafting course, which gets them by the employment door at Pontiac Motors. They are off unemployment rolls and welfare, and this is an accomplishment. They do not necessarily stay with us two years and transfer to Michigan or Cornell, or wherever it might be.

We have youngsters who come in for our one year dental assisting program; this is very difficult for us to communicate with the student personnel workers, both on the secondary school level, and in our own community college level. So, basically, this is what we have attempted to do.

To give a little illustration for some of you who have not been there, we have a campus for 5,000 students under construction, that we will move this fall into a \$16-million campus.

It has three classrooms. We have five lecture halls in that complex, but basically it is about 18 learning labs for the various discipline areas. There are carrels in all of these, and after we analyze them we use single concept films, program books, slide films, and the like. This is the kind of thing that we believe puts responsibility on the youngster just like his fellow classmates at Pontiac Motors and Bell Telephone. We are treating him as an adult, and helping him do some of the most valuable things he needs to do with his life, as he learns how to discipline himself, budget his time, and how to learn.

ALBERT A. CANFIELD (Vice President-Curriculum, Oakland Community College): The Oakland Community College approach to instruction, with which Dr. Tirrell has been dealing, has three primary features. We **concentrate on the learner**. My general feeling is that colleges are not operated for the students. They are operated basically for either the registrar, or at times, I think more realistically, perhaps, the faculty. Students, because they are transitory, here today and gone tomorrow, probably do not really influence the institution too much.

To a very large extent the decisions of the college are generally based on some such discussions as, is this in the best interests of learning? Will this contribute to facilitate learning? This is a unique character of the college. The second primary element of the institution is that we adopted fairly early the concept of a **systems approach**. Fundamentally the systems approach is that you have carefully defined objectives, in verifiable terms. We have effective objectives as well as cognitive objectives. If we can define them, and if we can measure them, and they are appropriate to the job and task analysis on which the program is based, we will try to get them.

The second part of the systems approach is a carefully designed sequence of events or a program. Finally, frequent assessment or evaluation of performance provides the feed-back which provides the closed loop characteristic of cybernetics and homeostasis.

Finally, we took a different **instructional model**, characterized by two rather dramatic things:

One, we have relatively few lectures. When we do, we call them general assemblies which are abbreviated GAS. They are called Gas Sessions. We have one a week per course, 50 minutes of GAS, normally in a large room. We say that the GAS is not to be informational, but motivational. We don't particularly want the faculty member to give out truths in here. We want him to get students so excited, so motivated, so interested, and so turned on that when he says "That is all," they just run out the back door, right into the learning labs, and they grab books and look at films, and they just learn and smile, and laugh and talk, and just learn like crazy. That is the theory. Most of the time it doesn't work quite that well. But that is the objective.

These learning labs are open rooms containing little study carrels where the students sit and look at films. Basically, they read a lot, handouts, books and journal articles, all kinds of interesting devices that contain data, information. Then they take little quizzes. We use a lot of self tests, where the students can go through a sequence of materials and test themselves, and if they get the test answers right, they may present themselves to the faculty for a little evaluation that counts. And it goes in the book. Those are summed up at the end of the year.

Now the only other thing I did not mention is what we call S.A.S. Originally the S.A.S. was a small assembly, six youngsters and a faculty member who is the catalyst. He is engaged in the process of rubbing one concept against another, hopefully in the minds of the students. It provides opportunity for small group oral testing. Every student in essence gets a six item quiz, but he gets graded only on the item he happens to pull.

We also use the small assembly to kind of clean up . . . a nit and pick period. The stu-

dent has been to the general assembly and studied the materials and now we get the nits and picks where little misconceptions or problems are cleaned up.

It is in the learning lab that you see the most dramatic use of materials of various kinds. This is where visitors like to come, where we take people who want to know what the campus is all about.

In the learning lab there is a faculty member available from eight in the morning until ten at night. The students come and go as they please. We have tables and chairs in some of the labs. We have a hunk of a library, and most of it lab. So if a student or faculty member wants to look at something, go to some reference material, he doesn't have to go out in the rain; it is right there.

Students use books, we find, when they can get at them. They also talk to faculty a lot when the faculty is there. If the faculty can't be seen, they rarely see them. Now this is the kind of philosophy and the kind of feeling that lead, I think, to the instructional program.

We make all faculty people write objectives for every course, and we make them write them in behavioral terms. Whatever the faculty member can do to get them there, he makes winners out of the students, and that is what learning is all about, to help the student accomplish some meaningful objectives in the educational environment.

Now, student personnel people do not face this awesome task of telling us what they are all about. They can do whatever they want to, and it is all good. They don't have to say, "Our objective is to keep the kids from carrying signs with foul words on them." They say, "If they do, that is my fault as Dean of Instruction, because I am being mean and cruel to the students, and therefore they are revolting." They don't have to say that every youngster in the institution must pick a curriculum in which he will be successful before he has completed 30 hours. They don't take that responsibility. As near as I can tell, they don't have any objectives except to be there, put in their time, heal the wounds, and do good, things like that. The student personnel people have been doing this, as far as I can remember, for 100 years.

I say the difference between a professional and a semi-professional, or rank amateur, is that the professional doesn't just take the responsibility for his behaviors. He takes the responsibility for his results. And I guess I would ask, do student personnel administrators take the responsibility for their results, or just for their behavior?

ARTHUR JALKANEN (Dean of Students, Auburn Heights Campus, Oakland Community College): When I came aboard in June 1965, I took one day off, and I came back and my first performance specification I saw in front of me, something like 3,000 student applications. And we had to get these kids into class real quick. As a matter of fact, we have to generate an entire system so that is probably what we did in student personnel the first years, tried to make some order out of a new system and a new college. And just tried to get the institution going.

This past year we have had a chance to sort of watch the dust settle and take a look at what is really going on, and what are some of the things that really we should be doing, and which way we should go.

Incidentally, I do not know how much chance you people get to talk to your presidents consistently. I think I am just going to go on until five o'clock, because I have never had such a fine opportunity of making him and the Vice President listen to the student personnel pitch.

Specifically I would like to talk about counseling in a community college concept. I think it should be recognized that most community colleges have an open door. Assuming now that an institution is committed to this type of independent study approach, I think

the first thing that is quite imperative is that the total professional staff, and to some degree the non-professional staff, should have some basic commitment to this instructional approach. Once this commitment is present, it is possible to start indoctrinating the students to such an educational approach. This then is basically the first challenge we face with an incoming student into the college.

This process can take place before the student actually arrives on campus, or during the early days on campus. Either approach can be effective, but it must occur very emphatically, and quite rapidly, lest the student wander away in disgust and leave the college before giving the system a fair try.

Community college students tend to have been regimented and have a pattern of less than good achievement. The best way to motivate these students is to get them into the system and have some success factors early, and this generates more drive to follow the system, because if they do go into the pattern, they become quite successful and then start to function on their own.

The second challenge that we have is the proper placement of the student. One thing we have to do is build a correction element into our placement so that we can adjust the student's placement quite rapidly, and this can be a laborious task to keep the system squared away. But if we do our homework, we can start the student in a proper sequence.

I think it is rather interesting here to relate what Garrison, who is on the Junior College Board, recently pointed out in his book, that in this particular area the faculty are most critical of student personnel people. And surprisingly enough, they are most happy and most receptive over the true counseling of the student counseling aspect *per se*.

It becomes important to have various kinds of student data. At the present time we are collecting traditional data on students, and as we mature, particularly with the use of some of the national tests, we can expect more specific data on a student, as opposed to high school grades and on a test. Naturally the high school records will be with us for some time, but specific learning accomplishments in the learning itself, are probably going to be our best predictors for the future.

What we are hoping to achieve in the near future is full utilization of the computer in identifying the characteristics of the learner, the curricular expectations both in our technical and transfer programs, and into our four year institutions. I think we have been able to do this because we started right from the beginning in this kind of approach.

It is quite conceivable, when a student applies to Oakland Community College, that we will be able to identify the student's past achievements, his present interests, and on the basis of our previous students, the student can be placed into the particular program in which he would be most successful. I think in this aspect, the prediction and success of the previous students is the outstanding bit of information that we are going to be able to use.

Those of you who are familiar with computers know that these kinds of transactions are very probable and computer terminals are in the very near future in all of our counseling offices. This phase comes close to the independent study approach, already in existence in our instructional approach.

The applicability of this system to other areas of the student records and student information then is quite easy to achieve. Not only will the computer arrange the student's schedules, identify prerequisites, co-requisites, time schedules and so on, but it will do this in the matter of seconds and minutes. It is not too expensive if you start equating this with staff, and you have the probability of initiating a new system.

The counseling concern is extended in an open door college, for the student is on an irregular schedule. The roles the faculty establish for themselves and the counselors are

quite different from those which we would traditionally have. Our basic concern is what behavioral objectives are we going to assume as our responsibility?

The one big thing we clearly agree upon in the counseling staffs of the campuses is that we are going to have to establish a reference point with the student, to be able to get some feedback to the faculty.

This year we are going to move into somewhat of a forced counseling concept. Forced counseling is as effective as voluntary counseling, although for years we have had the idea that it has all got to be voluntary.

First we will orient the students to the instructional systems approach. Secondly, we have to explain our academic procedures to them. Naturally we will be interpreting the tests and do the vocational planning with them, which is primarily an orientation course. In an attempt to establish some reference points, we also will concomitantly establish a relationship between the student and the counselor.

Another major concern is the nature and role of the faculty in the independent instructional approach. As you notice, the faculty person is placed in the proximity of the student. I would like to believe that they are going to talk about various kinds of important esoteric material, regarding the instructional concept for the subject matter. But as it turns out, a lot of these students don't see the faculty member at all, and those who do may be weak students.

Is it then the responsibility of the student personnel staff to establish terminal performance specifications for the counselor—for the faculty member and the student, or is it our job to indoctrinate the faculty member to deal with these students, or is it our job to get the faculty member to refer these students to us?

We have tried to use the referral process in this, and about the only thing we get is gobs of notices telling us the kids are not attending at certain different times, or who are unruly, and the faculty person feels that he has been challenged too far.

I do not know of any research done in higher education in this concept, but there is some work that has been done in secondary schools. A book is coming out right now that Orth and Voss Gershein are publishing dealing with the role of the faculty member in modular scheduling. They have run into it because they have probably been in this kind of environment longer than basic education has. They are looking to staff counselors in relation to faculty members.

In summary, there are many challenges to the student personnel staff. Initially the one need is to have the personnel of the total college, including the counselors and the faculty members and the students fully familiar with this entire model.

The second big concern is the appropriate placement of the student, depending on the sophistication of the student, and the nature of the course package that he is to undertake. I do not know if this is a student personnel function. We have continued feedback from our faculty where they think we are not doing it properly. But in all of those institutions, to my knowledge, which have turned this over to the faculty, the faculty very shortly turns it back to student personnel.

Thirdly is the nature of the counseling experience. What is the role of the faculty person in counseling? And is it in counseling, or is it instruction? I tend to be dogmatic and believe there is a difference between counseling and education. I know there is a common ground of giving information. But somewhere or another we are going to have to define what we expect the faculty person to do in this environment, then collectively decide what the counselor is going to have to do to complement the entire course program.

Over and above that, there are major questions that we just simply have not grappled with, namely, motivation, the role of developmental studies in counseling, comprehensive

TPS's, as Dr. Canfield mentioned. These, of course, are areas that I think are wide open for study, and we certainly do not have this kind of data. We have some feelings about it.

Concluding, I would like to say that the learner-center, independent-center approach has caused the staff to reevaluate its approach in relation to the instructional approach, and we are convinced that we can be more helpful by being more specific in what we are trying to do with counselors.

... Discussion from the floor followed ...

Seminar 7

BASIC DATA PROCESSING AND APPLICATIONS FOR STUDENT PERSONNEL ADMINISTRATORS

Presiding: Dr. Clifford Rogers, Dean of Students, St. Ambrose College

Analyst: Dr. G. Truman Hunter, Educational Program Administrator,
Data Processing Division, International Business Machines Corp.

(Note: Dr. Hunter's detailed explanatory demonstration of how the basic data processing machines work and their possible use in the field of student personnel work is necessarily summarized here for reasons of space and clarity.)

Dr. Hunter started his presentation with quotations from leading national publications to the effect that the future computerized campus is often said to be a major cause of current student unrest. He refuted the image of the punch card as a symbol of depersonalization. He explained what an IBM card is; what machines of the data processing type are, and made a case that machines *can* help produce personalized, individual education.

NASPA members were referred to the publication *Punch Card Methods in Colleges and Universities* (Columbia University Press, 1935). Slides were shown illustrating punch cards, and numeric coding, alphabetical coding, and special symbols were explained. It was stressed that the hole is the valuable part of the punched card because it carries the information.

The keypunch was explained and illustrated; the purpose of the request "Do not spindle, fold or mutilate" was delineated. Slides were shown illustrating how the machines read the cards. Basic simple-minded machines used for payroll cards, grade-point averages, sorting, collating, interpreting and reproducing were all explained by Dr. Hunter.

The analyst went on to show how condensed coding allows maximum varied information to be placed on cards; why a social security number is superior to a name as identification on cards (no duplication in case of marriage, change of status, etc.) He also explained the "mark sense" cards and showed how they can be used in questionnaires and filled out by anyone, "Porto-punch" cards were also demonstrated. It was pointed out that anything to be copied more than twice can probably be handled better by a machine, preventing needless human labor and improving accuracy.

On the subject of computers, Dr. Hunter preceded his discourse with several stories illustrating the ability of young, uneducated people to readily understand the fundamental principles of the machines. He listed the five components of computers — the input device, the output device, the storage section, the processing unit, and the control section, showing slides illustrating each. He explained the transferring of records onto magnetic tape, its efficiency, speed, vast capacity for storing information. He went on to list the greater efficiency

of magnetic cores for the storage of information whose retrieval time can be a fraction of a millionth of a second. Slides were shown illustrating the random access devices and reading heads, the technical composition of the machines' working parts. The development of the computer over the last 15 years was traced.

The discussion next centered on program analysis and writing machine language. The translation of high-level language into machine language was illustrated.

Dr. Hunter listed some applications to which the machines can be put, including making lists for various campus offices, scheduling, sectioning, admissions applications. It was reiterated that the machine will do only what it is instructed to do.

Two books were mentioned as being of value to anyone interested in the use of computers, *A General Information Manual, Introduction to IBM Processing Systems*, Form No. F22-6517 and *College and University Administrative Applications*, Form No. E20-0149. It was also pointed out that IBM publications describing data processing systems at individual colleges are available.

A question and answer period about the use of the equipment in particular areas of interest followed.

Seminar Series II

Tuesday, April 11, 1967, 3:30 p.m.-5:00 p.m.

Seminar 8

THE STUDENT PERSONNEL ADMINISTRATOR AS AN EDUCATOR: THE TEACHING OF HUMAN RELATIONS

Laurence C. Sartor, Director of Student Affairs, Long Island University, Southampton College, presiding

CHAIRMAN SARTOR: The crucial issues of today are in the area of human relations; the growing proportion of involvement on the part of many teaching faculty, and subsequently the students, is providing our institutions with the additional goal of racial and social equality.

If we expect our associates to believe what we write concerning our role as educators, we are negating our responsibility unless we devote talents and energies in helping students become aware of what Melby and Reeves refer to as their oneness with humanity.

MATTHEW STARK (Assistant Professor and Coordinator of Human Relations Programs, Office of the Dean of Students, University of Minnesota): The history of the office of the Dean of Students at the University of Minnesota and its concern with individual counseling naturally led to the more recent, or the most recent development of human relations as a student personnel service.

Many of us working with students today find that they are concerned with the relationship of the establishment to their own lives, and the whole concept of working with people over 30. I find this rather intriguing, because quite frequently I find some students from S.D.S. or other groups, somewhat conservative in their approach, or certainly in their goals.

The importance of student personnel workers in helping all students relate to authority and to the establishment is particularly important.

Social reconstruction, as eloquently stated by Theodore Brameld, is concerned with ends, as well as means. That is in contrast to progressive education, which has been criticized as lacking in preconceived ends; social reconstruction is concerned about supreme aims that should govern mankind in the reconstruction of a world culture. I believe that our students have passed us by in regard to their concern with societal problems and in the resolution of these problems. They are providing and representing the educational presence in many problem areas in our society.

We student personnel workers who have been imbued with the educational philosophy of progressive education have done a creditable job establishing experiential situations in which our students could begin to learn how to cope with the outside adult world. However, students of the sixties want more than experience for living and their future societal roles. They tell us, by their actions, that they want to be involved in goal establishment and goal attainment in off-campus society.

I suggest that student personnel workers will lose whatever respected role as educators they have been able to develop unless they become more flexible and begin seriously to reexamine our educational philosophies. Social reconstruction as a philosophy of education might well provide us with the basis for understanding the aims of today's college students, and for succeeding in our work of educating students via extracurricular activities.

A major, peaceful revolution has recently begun to secure basic civil rights for American Negroes who comprise over 10 per cent of our population. Our sudden realization of the millions of poverty stricken Americans who live in the midst of our affluent society has not been matched with really significant amounts of federal, financial assistance. Furthermore, many knowledgeable anti-poverty workers believe that the poverty stricken will probably not be helped to any significant nor lasting degree unless there is a major modification in the membership of our American power structure, in order to include meaningful representation by the poor.

We are involved in a war in Vietnam which is disapproved by a vocal, national minority, that has heavy support on our college campuses. The resolution of what so many believe to be an immoral war is taxing our democratic concepts concerning the right to dissent. The "God is dead" movement occurring while the ecumenical movement is just beginning to accelerate, is having a substantial effect on the role of the church in American society. How does one accept or reject a particular church role without accepting or rejecting the particular church?

In order to come to a more meaningful educational interrelationship with our students, in one area of crucial societal concern, the office of the Coordinator of Human Relations programs was initiated. Of prime importance was the development of a policy acceptable to the two major student extracurricular activity policy making bodies, the Senate Committee on Student Affairs and the University Faculty Senate. By the end of the first year, such a policy on human relations had been adopted by these two groups.

It stated that the University's educational goals imply the development of students who have worked with people from different cultural, racial, and religious backgrounds, on projects, and programs of common interest, and it is here that the particular concerns of the students in reconstructing society are envisioned.

The student personnel worker, as an educator, has two basic methods of teaching students, the passive traditional and the active experiential.

The **passive traditional** method includes: lectures on a wide variety of topics in the field of human relations, referring students to bibliographies, books, magazine articles which will provide them with background information; film and slide presentations of special interest, such as a film on the migrant worker or the urban Indian; tape recordings on topics

such as desegregation of *de facto* segregated northern public schools; panel presentations before a student audience with participants from the NAACP, the Urban League, SNCC, and settlement houses. Most students can benefit from human relations programs and prefer to learn in these ways.

The **active experiential** method includes: tutorial programs involving college students on a one-to-one basis, with financially impoverished junior high school students in inner city areas; summer programs of educational enrichment and vocational field trips for Indian youngsters, by college students who live with American Indian families; mobile recreational reading, nursery school, and English tutorials involving college students with children of Mexican-American migrant workers; leadership training programs for Negro high school youngsters; exchange programs involving Negro and white college students; weekend retreats with Negro, American Indian, and white college students interacting and working out solutions to problems on a person-to-person ideational level; surveys of landlords to determine rental practices, then the education of those landlords who use negative human relations practices; and lastly, voter registration drives in the southern states.

When student personnel workers are too few in number, I suggest we present a concept of learning by teaching to make use of many of our college students in the education of an even larger number of our students. I suggest that we actively involve student leaders to play an important teaching function in program selection and implementation.

Some of the ways we have involved students in human relations programming are:

The all university student government body, the Minnesota Student Association, established a special Human Relations Commission responsible for working with the University Co-ordinator of Human Relations Programs in providing human relations education of the entire student body. They played a major role in the development of the Human Relations Policy and realized the significance of their adding to the goals of the University.

Secondly, the activist students moved the student association and the Human Relations Commission to become actively involved in the Southern Civil Rights movement.

... A question and answer period followed ...

Seminar 9

STUDENT CULTURE RESEARCH: APPLICATION AND IMPLICATIONS FOR STRUCTURE AND CONTINUITY IN THE LIBERAL ARTS COLLEGE

Dean Jorgen Thompson, Vice President for Student Affairs, Augustana College, Sioux Falls, South Dakota, presiding.

WALTER WALLACE (Associate Professor of Sociology, Northwestern University): The study that I want to describe briefly is of a small liberal arts college in a Wisconsin city of about 33,000 population. The study was done in 1960, and involved two principal aims.

One aim was methodological: interpersonal environment measurement. Each of us at this moment is in an inter-personal environment by virtue of the fact that we are in each other's presence or company, we have some interaction with one another. Now, we could look at each

individual and ask that individual what people he knows in this room. We could then think of that total list of people, as our interpersonal environment. Does it help us to understand what people do, what individuals do, if we know something about what their friends do, and think about.

The second was a substantive aim. We were interested in finding out to what extent an individual student's academic achievement was affected by his friends, by the people he knew.

This is a well documented notion in the literature of sociology, in fields other than education. This happened to be the first time that there was a deliberate, systematic attempt to test the proposition that individual student achievement, grade achievement, was affected by the attitudes of student peers. This idea had been tested previously among Air Force cadets, in the Hawthorne Western Electric plant in Chicago, in Army platoons, and in a variety of circumstances, but never before among college students.

Let me review briefly the major findings of the study. First, the study was one surprise after another, our major findings unexpected.

We found out that between the end of September, two days before classes began, and the end of the third week in November, approximately seven weeks, the average entering freshman came to know about 15 per cent of all the students on campus, by name. We found this out by giving each student a list of the total enrollment of the school, and we asked him to check the names of each student that he knew, and to indicate how much he liked or disliked the student, on a five point scale, ranging from "like very much" to "dislike very much" and how many hours he spent in this student's company during an average week. We have this picture of rapid awareness of what one might call a high degree of sensitivity to one's interpersonal environment, sensitivity which led to some motivation to learn people's names — not only their faces, but their names.

I have no doubt that had we added nicknames, and photographs to the questionnaire, in addition to proper names, we would have found that the average freshman knew many more than 15 per cent of the total student body. But this is a sizable number. The range was from 10 to 377. By the end of seven weeks there was at least one student on campus, one freshman, who knew by name or said he knew by name, 377 out of a total of 1,005 students.

The second major finding was that there was a peer group influence on grade point achievement. We found that it did make a difference whether a student came to know other students who placed a high degree of emphasis on getting good grades, or other students who de-emphasized getting good grades. The student who came to know other students who de-emphasized getting good grades himself tended to de-emphasize good grades and, in fact, to get lower grades.

We also found a peer group influence on graduate school attendance. If they had arrived at the college without any idea of going to graduate school, and came into a peer group context which favored such an attitude, they tended to adopt it. There seems to be some kind of snowball effect whereby one college student influences another to go on to get a graduate or professional degree.

The third major finding was surprising. We observed the freshmen three times during their freshman year. In September, before classes had begun, in November at the end of about seven weeks, and again at the end of April, after a lapse of five months, about three times as long as the first period. We expected, by virtue of the time lapse, that there would be much more student influence between November and April than during the initial period of September to November. We found that it was just the reverse. We have come to the idea that in the very first contact with the institutional setting of a residential college, freshmen attitudes change radically. We call this **instant socialization**.

The freshmen came into college with a high degree of orientation toward getting good

grades. They seemed to expect that college would be a new intellectual, academic experience, under the tutelage of professors, as opposed to teachers, as in high school. But they entered an environment in which non-freshmen, that is to say, sophomores, juniors and seniors, had a very much lower level of orientation toward getting good grades. They had, so to speak, become disillusioned with certain aspects of college life.

This experience is also manifested in a book by Peter Maris called *The Experience of Higher Education* on British campuses, where in seven weeks' time the sophomores, juniors and seniors pulled the freshman orientation toward getting high grades down to their own level.

At the same time that this was going on, we found a kind of paradoxical situation in which the level of orientation toward going to graduate school and getting a professional or graduate degree went from low to high.

The second phase of socialization was the long period between November and April.

Without going into too great detail in describing the nature of this change, let me say only that the first phase, that phase of instant socialization, seems to have been one of homogenization, a phase during which the freshmen became very much like non-freshmen, and very much like each other. During the second phase, however, there seems to have occurred a period of individualization in which the freshmen become more heterogeneous among themselves, while still maintaining a degree of conformity to the standards set by their seniors in the peer group. They began to be a little different from each other.

The fourth finding, again unexpected, was that a student's acquaintances had greater impact on his orientation toward getting grades in college if they were acquaintances, not friends. This is what is usually spoken of as a student or peer group climate, a general aura of **attitudinal orientation**. But with respect to going to graduate school such acquaintances had almost no affect in changing a freshman's attitude. On the contrary, his close friends were the ones who had profound impact on his desire to go to graduate school.

It was quite unexpected to find that a student's close friends did not have an impact on his orientation toward the academic life. It was, of course, not surprising that desire to go to graduate school should be related to close friendship.

These attitudes are of two kinds. One is an **institutional attitude**: related to life in the college organization. It is temporary. It lasts for four years. The students know that. They expect it to come to a rapid end. It is, therefore, what I refer to as an institutional attitude. The other is a **life cycle attitude**. It has to do with the kind of person one wants to be in maturity, the kind of occupation you want to have. I suspect that what these data are telling us is that a student makes close friends in college, and these close friends make a difference in changing the student's attitude on life cycle questions. But as one, so to speak, knocks around the campus, and he hears people talking in the library and in the snack shop, he begins to get the feeling that it is not "in" to be strongly oriented toward getting high grades in college, and this kind of climate, this kind of general atmosphere, seems to have a strong impact on organizational orientation.

A further, somewhat surprising, finding was important sex differences in this at a co-ed college. The girls lost their orientation toward getting high grades more rapidly than the boys. And the girls acquired a desire to go to graduate school less rapidly than the boys.

We also found, and this seems to be one key to an understanding of sex differences in these data, that if we compared the girls who said that they were engaged or going steady, to those who were neither engaged nor going steady, we found that the former lost orientation toward getting high grades very rapidly, compared to the latter. Among the boys, we find the reverse. Those engaged or going steady acquired stronger orientation toward high grades, and they also acquired a strong desire to go to graduate school.

These data reflect important sex differences which may not at all be surprising in student orientations toward college. Because boys tend to be much more occupationally oriented, and the validation of adult status, for males, depends on the acquisition of a high status occupation, the boys tended to see college as a preparatory arena, a training ground.

The girls — by cultural definition — were in their most marriageable phase of life, most highly nubile. For them college tended to be much more a consummatory experience. It was here in this arena, the college campus, the college life, that they were more inclined to see their adult destinies being worked out.

One consequence was that there seemed to be a great deal of competition among the girls; girls who dated most tended to have the fewest friends. The boys who dated most tended to have the most friends.

So in a sense, we find a situation in which the more a girl strives for adult status validation in the consummatory area of the college, the fewer friends she has of her own sex. This is not so for the boys because they are much more likely to come into competition, one with another, in the occupational arena. They can, at least for the time being, afford large friendship cliques, and not just small two or three person cliques.

Now we come to the fraternities and sororities. There was a full complement of nationally affiliated fraternities and sororities. One of the effects of the sororities seems to have been to mitigate the fragmenting influence of competition for dates and to make it possible for girls to have large numbers of friends. Apparently, in the sororities certain sociological norms are in operation, restricting competition for dates to such an extent, that sororities would normally organize dating exchanges with appropriate fraternities.

Inside the sororities girls tended to have a large number of friends and also dates. Outside, their friendships tended to be highly fragmented. We found small cliques. Incidentally, Hollingshead, who studied the Elmtown's growth found the same small cliques. I remember the name of one was the "God We're Good" girls clique, and they were sufficiently small and sufficiently closely organized as a tight "in" group that there was some normative prescription against dating competition.

My second mention of fraternities and sororities is the following — this study leads me to think that one of the functions of the fraternity type organization, has to do with marriage. The sororities perform an important marital function for their members, and fraternities perform an important marital function for sororities.

You recall my previous point that adult status validation is culturally defined in our society to lie primarily along the lines of marriage. A woman's status validation comes primarily not in the occupational sphere, but in the marital sphere. She exchanges a social status which is primarily determined by a father for a social status which is primarily determined by her husband.

This means that a college woman has to deal in futures, and she has to have some way of estimating how well this horse is going to run. Obviously, a young teenager, her parents have kept her close to home, her experience is rather narrow. She is not very well equipped in terms of understanding how to pick a horse. But the sororities are, because sororities last over many generations of college students, and so do fraternities. A sorority begins to build up the reputation of enrolling only girls from certain backgrounds, whose dossiers present a certain kind of face, and fraternities similarly. So now it becomes a rather simple, though still dangerous, process of picking a horse. One picks a sorority, and then goes along with the sorority's choice and decision as to what kind of criteria are to be used in judging horses before the race is run.

Indeed, I suggest this is the meaning of the hierarchial ordering of fraternities and sororities, that there are some fraternities who will not date girls in certain sororities, and

vice versa. There is a certain status appropriateness. I suggest that this is one kind of function which one must not ignore for sororities on a campus.

The last major finding again has to do with Greek letter organizations, and also with faculty members. We found that the more faculty members a student was acquainted with, the stronger the student's orientation toward getting high grades, and the stronger his desire to go on to graduate school.

We also found, however, that the Greek letter organizations had exactly the reverse, and very strong effect. When a freshman pledged a sorority or fraternity his desire to get good grades plummeted. Also his desire to go to graduate school declined. He became much more interested apparently in extra-curricular activities, in friendships, in dating, in the social aspects of college life, and perhaps became more oriented toward the less professionally oriented occupations.

We did find the following intriguing and unexpected data. The data indicate that a student who was academically apt, who had done well in high school, who scored well on the entrance tests, if he remained an independent, tended to have few friends. He seems to have fit the stereotype of the "grind," and other students seemed not to be too friendly to him. But if he joined a fraternity or sorority, he seemed to have many friends. And a girl seemed to have many dates.

So we find a contrast between academically apt students, and their treatment by their peer group inside and outside the Greek letter organizations. Outside they seem to have suffered in terms of social relations, and inside they seem to have gained in terms of social relations.

There is a hypothesis that fraternities and sororities are, in some sense, little societies, complete with their own internal divisions of labor, with interfraternal competitions, in much the same sense that nations compete with one another. Inside such an organization an academically apt individual can find a particular niche. He can perform a specialized function for the group, not just for himself, a specialist who helps his group.

If you want to change an established student culture you have basically two alternatives. One is to convert the entire student body to a different culture orientation. The other is to recruit freshmen who have the kind of attitude you are interested in propagating, but then isolate those recruited freshmen for the first year of their college experience from the rest of the student body, because if they are not isolated they will be converted by their peers, because their peers control powerful rewards of friendship, and social integration.

A second implication is that if one wanted to change a campus culture or a particular attitude, it would be important to decide what kind of attitude this is that you are interested in changing. Is it an attitude which is relevant to life on the college campus during the four year temporary transitory phase; or is it an attitude which has to do with the student's orientation to his life? Is it, in other words, a life cycle attitude as opposed to an institutional attitude?

If it is a life cycle attitude, then it will be important to facilitate the formation of a close friendship between a student who has the attitude you are interested in, and a student who does not have it, but who you are interested in having get it.

If it is an organizational or institutional attitude it would be important to change the climate of the school, to bring in all the sub-systems, administrators, faculty members, extra-curricular organizations, and so on.

A further implication is that this study was limited to certain faculty or academically oriented interests. One might be interested in other kinds of attitudes, like the attitude of a student toward intellectuality, toward books, toward ideas, and also toward participation in the political life of his community and country.

By 1970 very close to half of the 18 to 21 year old group will be in college, and we would like to be able to predict what kind of impact they are going to have on the political life of this country, and of the world. Are they going to participate, to be in the market place of ideas, run for office, vote, and so on? Or are they going to withdraw into one or another ivy tower? That would be important to find out. It would also be important to find out what kind of influence the kind of peer group factors mentioned have on occupational choice.

A further implication is that if one wishes to change student ideas, attitudes, to greater congruence with faculty members' ideas, it will be important to establish interacting peer groups around faculty members. Typically, a faculty member and his admiring students tend to be a very diatomic relationship, one student and one faculty member. And there may be many students around this particular faculty member but there may be no connection from one student to another. It would be important to establish some connection among these students who may individually establish some admiring relationship with a faculty member.

As things stand now, by and large, an individual student may be very hesitant to express admiration toward a faculty member. So much admiration may remain a secret to the individual student alone, and he may never approach the faculty member, although he may take all of his courses, and learn almost everything that he has to say. There may be no close relationship which can include the student in terms of other attitudes. If, however, it were possible to develop a student coterie, the kind of thing that Socrates had around him, in which the members interacted with one another, as well as interacting with him, then we ought to find that faculty members will have a more profound influence.

Finally, a remark about fraternal organizations. Such organizations can have the effect of rescuing some important student individuals who are intellectually oriented who might find their college career very difficult, in terms of social relations among their peers. It may rescue them from the stigma of being called "grinds," of being avoided, looked down upon. This can happen provided that such fraternal organizations are organized on a competitive basis and begin to compete with one another in something like an academic arena.

You may already be familiar with this idea from the work of James Coleman, and his book, *Adolescent Society*. He makes the same sort of recommendation for competitions between schools on academic and intellectual grounds. It will, however, be important to make certain that this competition is organized in leagues because not everyone has a high level of intellectual or athletic or political or administrative ability. Some people have moderate, and some have low, academic ability. Those of us who are not elitists, and who are as interested in developing the intellectual capacities of the mediocre student in terms of his ability as well as developing the capacities of the brilliant student, will want to establish a league in which the student who does not have a high level of academic ability can compete meaningfully.

Otherwise, all the plums of competition, the rewards of inter-group competition, are liable to be taken by those who have the highest aptitude, according to some absolute standard.

... *A question and answer period followed . . .*

Seminar 10

ADMINISTRATIVE STRATEGY AND THE STUDENT PERSONNEL ADMINISTRATOR

Rev. G. Gordon Henderson, S.J., Director of Guidance, Wheeling College, presiding.

CLYDE T. HARDWICK (Professor of Public Administration and Dean of Continuing Education, University of Detroit): Our whole field is in flux. We don't know all the answers,

but the issue of the second half of the 20th century is: Whether man will be smart enough to educate, to develop skillful administrators. The first half of the 20th century proves in America that we can develop technicians, but the issue at the United Nations, in Washington, in our city hall, and certainly in our hospitals and on our campuses is administration.

There used to be a time when we picked administrators from their various fields. We have a way of sliding into administrative slots.

I suggest that administration is a profession. It has all the characteristics of a profession. Over the last 50 years we have a collective body of knowledge. If you never looked in the library under any other subject but personnel administration, you ought to go back to the more general topic.

We have been trying to teach administration for 50 years in the university. We have standards and codes of behavior. We have some determination that this is no place for amateurs. Still, our schools, our hospitals, and our businesses are full of amateurs. We would not let a physician cut us open if he did not know what side of the body the liver or the heart was on. We do not really let people teach without some kind of training. But apparently, administration comes naturally. We have been in trouble for a long time, thinking we are born with administration.

The practice of administration has its roots in antiquity. The governments of the Greek era, the armies of Rome, the early leaders of the church utilized some, if at times primitive, organized methods of handling individuals, groups, finances, supplies and the like. They acted from instinct, from intuition. They learned by trial and error. Down through the centuries they contributed a little knowledge, some ideas of skills, but every generation wants to start over. Seldom do we really want to study and find out what we know. We do it in no other serious endeavor but administration.

It was not until the 20th century that writers and students and researchers, following Frederick Winslow Taylor, started to put together orderly treatises on what is administration, with some cause and effect, with principles, with identified guidelines.

Now as teachers, students, and administrators, we still tend to neglect. Mechanistic, structurally, procedurally has been the way we have talked about it. The official clerk, the chief clerk, the personnel clerk.

I was teaching in Scotland and they had a little phrase: "It was time clerocracy gave way to administration." We just kind of looked at the office as a place of forms, records and procedures.

Then we had a group of writers who talked about the processes of administration — planning, organizing, directing, controlling. This gave us a couple of coat hangers. When the boss says, "What are you doing?" and you are not getting much done, it is easy to say you are planning. If you're not getting any place "you're working on it," or you're coordinating. Then you can always say, "We're establishing the control." They are best, of course, established in the budget office, and they have only one control, and that is to prevent you and me from doing our work most of the time.

We also had a group writing in the last 30 or 40 years who tried to identify the principles of administration. Unity of command, span of control, centralization, line and staff — these became sacred shibboleths.

Again, if you don't know what to do, you blame staff. If things are not going well, you blame line. If you're centralized and you want to reorganize, you decentralize. And if you are decentralized, and you want to reorganize, you centralize. So it depends who is in charge, and what period you are at. You can move from either direction. Consultants do this all the time.

Another approach to management has been the functional approach. We thought for awhile that somehow or another if you studied accounting *per se* personnel *per se*, sales *per se*, PR *per se*, you were well qualified, you were an administrator.

We take no serious issue with the foregoing approaches. In fact, administrative strategy implies the integrating of all partial solutions. We suggest, of course, that the fundamentals and basics and nonsense of administration are really in the basement of administration. We still have to build the first floor, a second floor, and a penthouse, and this is our challenge in trying to look at it from the strategic viewpoint.

Strategy itself has the leader-follower relationship as the central theme. We are interested in putting back into administration the early concept that it is the leader that counts. When our students are causing us trouble, somebody in authority has given up leadership. These are not popular words today in the era of democracy. We are accused of being authoritarian. The Catholic church is authoritarian. Professors as experts are authoritarian. The military organization is authoritarian. But for the present I have not seen much that changes my mind that there isn't a little bit of it needed.

Somebody must establish organizational goals. Somebody must assemble the means, and provide the impetus, and that in itself is leadership. Somebody must mobilize the followers to achieve something.

They come to the university to learn, and as they arrive they start telling us. I don't believe it. I have raised three teenagers, and they have all tried to tell me how to run the house. Somehow or another I was smart enough to get them through college and get them out of the house. But while they were there, somebody was in charge.

Administrators must not abrogate their field of administration. We cannot give up our responsibilities to provide leadership to those who are not dry behind the ears. They haven't yet been educated. We presume that is what they come to us for. I know they have rights and privileges, but they have obligations. They have a role, and we have a role, and this is the stand I think we must take.

The variables we are concerned with are leaders, followers, and environment. I am going to try to teach some of the generics, the basics, and the fundamentals within my obvious frame of prejudice, and then suggest that maybe you can move it to another way.

We have generally two roads in administration to travel, the static and the dynamic.

Static factors in administration are those that influence us toward the continuation of the old. They are negative, against change, defensive, preserving what we know and are comfortable with. This is tempting to all administrators. These static forces are sometimes almost overwhelming. The universe itself seems to be in favor of us, that nature has a set of laws, that when it is daylight we get up, and we do something during the day, and then when it gets dark, we go to sleep.

You see, it took a dynamic administrator — a kind of stupid one — to create evening colleges, because now we have to stay up both day and night. He at least didn't send the kids home when the lights went on. We are getting better utilization out of our buildings, and we are killing our faculty.

Biologically there seems a static force that we make an assumption that everybody is alike. We don't bother to investigate the greatest and newest findings of psychology or sociology. If we had a rule in 1940 or 1950, it is good enough today. So we want to rest on it.

Furthermore, habit, custom and traditions are in favor of the static force of administration. If we ever write a student handbook, we protect and defend it. It sort of becomes sacred. I am almost getting a feeling in administration that we ought to put all handbooks and manuals on paper that disintegrates every 90 days. Then we would think our way out,

instead of just pointing to some rule that makes no sense. Law is a static force — the rule of society established in law.

This is not enough in a dynamic society. If we have an evolving society, how can we rest on this nonsense of static forces?

Nature, man, and society are composed of contradictions and conflicting forces. So there are social forces at work in administration. You make a set of assumptions. You ride with the book. You're comfortable with the decisions you have made. Then you find out they don't fit; it does not make sense.

The social forces that are changing on us will be the explosion of knowledge, technology and science, and the changing values of our society, the individuality of our people, our free press and our publications. They are a force for the dynamic — an uncomfortable one, but we are caught with them. They keep us on our toes.

Education itself, of course, should be a vital force for renewal, for dynamic reaction, and for new value judgment. We in administration must face up to this conflict between the old and the new, between the static and the dynamic. This is the basis for what we call administrative strategy.

In focusing on the leader, on the relationship between leader and follower, we can put together a set of guidelines that will help in the science of administration. How can the many facets be brought into unified focus in administration?

It is proposed to study administration in terms of strategic action, which is the unification of the several components around us. Administration must be in the hands of leaders who integrate, synthesize, and unify and put together the best combinations they have.

If personnel administrators are anything like what I know and have seen, if your schools and your universities are anything like the places I have studied in and worked in, you are always short of people. So you are faced with the economic question of putting together minimal forces into working combinations. You must choose between alternatives. You must put emphasis here, and de-emphasize there. And you have to be careful you just don't become a ping pong ball of either administrators or of the students being pounded around. You have to do some anticipating, and thinking, and looking, but you do have a basic economic question of putting together minimal resources and this is synthesizing or integrating.

In every administrative decision circumstances arise that bring forth from the administrator particular ideas of action, or reaction, to meet the specific stimuli, and this is the game of strategy. Every administrator is a strategist, the only question is, will you be good, bad, or indifferent?

Between supervisors and their workers, between chief administrators and their sub-leaders, and between personnel administrators and their students, there is a set of alternatives. And interestingly enough, seldom do both sides win. We compromise, accommodate, and when it is serious, we stand on principle, we stand where we must stand as the leader, even if they don't like it.

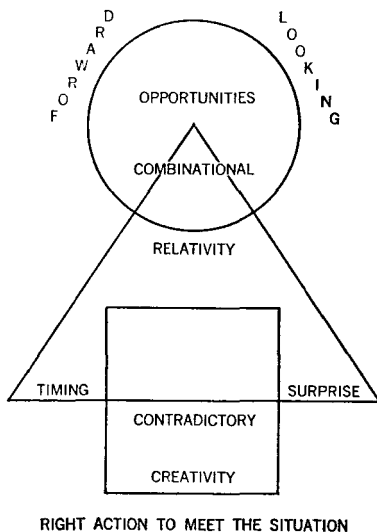
In the popular parlance — strategy normally means being clever, winning over the others, out-foxing others, beating others to the punch, skill to outsmart others. We think in administrative strategy it means more and something different, although I am not going to deny too quickly that it means some of this.

One of the other books written, of course, is *Strategy in Poker*, and it might not be bad to read. Stephen Potter has a book on *Gamesmanship, Livemanship and One-upmanship*. I was reading a book on John Kennedy which said that he did not want to lose, so he used many of these same techniques on Pierre Salinger or some of the others. I'm sure it has to be more than that, if you're going to stay in your administrative position and if you are going to get people to follow you.

On the other hand, in a game of strategy, you must use all your resources, all your senses. You must be alert, perceptive, sensitive, imaginative, creative because you are in a game with somebody else. You have to interest yourself in your subject, in your professional area, and in gamesmanship, if you are going to do much about it.

In a working definition, administrative strategy means the selection of the right managerial combination that succeeds at a time and place. So it is somewhat the old entrepreneurship in economics. You put together the best combination. Deciding when to do what, and how much, rejecting the routine, and developing the new and the creative, anticipating the actions and reactions, and integrating the multitude of factors.

Diagram of Administrative Strategy



Presentations of a NEW Dimension of the Ancient Art of Administration

Dr. C. T. Hardwick

We no longer have just a pyramid, we have a circle at the top, and a block at the bottom, and if we had a smart artist, he might have put an octagon in there. We no longer know what an organization looks like, but it is partly caught with the pyramid. At the top, we have the word "forward looking."

Your administrative decisions in personnel today become historical, but you are caught with them in a commitment for tomorrow. And this is the real problem. So it is precedent you are establishing. The next time you have a decision, you ask about its implications, its reactions, what is going to happen tomorrow. Or if you make a wrong one, you will have basic courage to change it and admit it.

The strategist plays several roles. He stands still, he retreats, he advances, and he changes. There is no real sacredness to administration decisions. With changing circumstances, changing attitudes, and changing resources we have no choice but to change.

At the top of the triangle are opportunities. These are situations that can be used to advantage, and these are the things our students perceive very quickly. When we do not know what is up, then of course we lose to those who are attacking, those who are on the move. I am not against losing to them sometimes. You see, that is why they stay around with us also. But in the important issues we have to know a little more clearly.

We also suggest a word: relativity. There are very few constants and absolutes in a dynamic environment, in an evolving, changing environment. You could run a school of 300 or 400 one way; when you have a co-ed school of 10,000, you have something else.

We are caught today with more decentralization of authority, decentralization of power, and decentralization of commitment. We cannot be as afraid today as we were in the early days. It was easy to have centralized administration when you had very few decisions, few customers, and few occasions to do very much about it.

We have to build up administrative ability along the whole hierarchy, and we are going to have to stand by those commitments. We are running separate dorms, separate eating, separate this and that. This is the great discovery of the administrative theory of General Motors, General Electric, Westinghouse, and the new Ford organization. *My Forty Years with General Motors*, by Sloan, gives you a feel of it: centralized policy, centralized guidelines, centralized review, but decentralized operations. The people who know are permitted to make decisions. The people who have information and preparation are permitted to be executives and administrators.

We surround ourselves with clerks, people who can receive people in the outer office, people who can take notes, and people who can get rid of people. We have to do better than that.

Timing and Surprise

The basic concept of the administrative strategist is picking the right time, the right place, and the right moment. In general, we define the right time as that time when opposition is least. Your momentum is the greatest and the chance of success is there.

So there are times in administration that you delay and stall, procrastinate, if you will. It used to be a sin in the administrative vocabulary. But don't be afraid of it. You and I are leaving some decisions on our desk while we are at this conference, and we won't even have to make them. It is too late, you see.

I am not trying to suggest that all strategy is that, because some strategy is striking first and surprising the opponent. If you are there first, they don't have very much criteria to measure how good it is. It's only after you have done it for five years that they can get a comparative viewpoint on you. Then it's time to move to a new job.

Administrative strategy believes in contradiction. This is the only page the *Harvard Business Review* decided to take out of the book, and we got hundreds of letters from our colleagues in administration, but we haven't changed our guns a bit. Hardwick and Landen still believe it. We are for this today, and that tomorrow. We stand still, and we advance, and we retreat. We play a role that is necessary to achieve what is necessary now. Why should you be stuck with a lousy decision or a lousy commitment? Didn't men make them? Can't we convene another committee that is smart enough to do better? You might as well take the chance.

This is trying to put life, enthusiasm, reality and, if you please, pragmatism that works into the field of administration. There is no other reason for our being.

Administration for the second half of the 20th century needs innovators, creative people. We can no longer stand in line as clerks going through motions. The test of strategy is action, results, achievement, out in front.

Peter Drucker has a book called *Managing for Results*, and a new one called *The Effective Executive*. They keep you alive. They make it sensible and usable, that he writes in a way we can understand.

Administration is the art of the possible, a practical thing. That is why I think we stay in it. It has excitement in it. It has a chance for people to think and imagine in it. And we have not always exploited this opportunity.

I have to suggest quickly, of course, that there are some bounds or limits to what we said. The routine and the static forces are there, and you must perform. There are certain routines you go through, you have to do it within the law. Certainly as decent educators you are going to do it within your conscience, the bounds of morality and decency, because people are taking readings on you and because you want to live with yourself.

There are economic, social, and counter-strategy moves. The academic vice president has a strategy, the president has a strategy, the students have a strategy, we have to meet on the field not knowing who is pulling what strategy on us. Nevertheless, we come into the game knowing it. The dynamic behavior person is alert, sensitive, perceptive and exciting; he knows the role of leadership, and he plays it. He knows the role of followership, so he plays that in terms of the upper administrator. He knows that he has to play to win.

Therefore, in administrative strategy we deal with some of the same old topics: planning, organizing (we call it reorganizing), the problem of control, the problem of communicating, and the like, but we also treat some other kinds of dimensions to administration.

The basic focus is on mobilizing the follower. The strategist is a leader and has the responsibility of persuasion, communicating to persuade, to mobilize toward the organizational goals, to achieve some of the things he is responsible for.

We have to get on the channels of youth. We have to get involved with them enough so that they know what we are doing. We have an opportunity, and an obligation to train them in leadership.

Democracy is pervading our administrative world. You cannot transfer political democracy from the political arena into administration. There is no such thing as the perfect tripartite, the balance of powers, legislative, judicial and executive. But there are some institutional democratic techniques: involvement, participation, consultation, consent. There is order to the university life, and this order is hierarchial. Whether they like it or not, there are some superiors, and some inferiors.

I believe in committees only when nobody else is smart enough to decide. You just do not have committees for committees' sake, because it is very tiring, slow, and frustrating. But there is a learning situation in a committee, an opportunity for you to teach some of your students the problems of being a chairman of a committee, and a secretary, and of following through.

Then we wrote a chapter on administrative excesses, and irrelevancies. We think administrators are spending too much time on too much nonsense that has no pay-off: the mail, correspondence and reports. This is Parkinson's law: filling up the available time with the work you have.

We would like you to take the advice of Phillip Selznick, the sociologist: "We must bring to the building blocks and the engineered organization structure some life, some leadership, inspiration, institutional missions. We have to stand for something."

We have some pages on executive jitter-bugging: over-supervision, playing with details, doing things over three or four times, following up, annoying people, questioning what they are doing, holding the meetings, conformity. All these marvelous things waste our energy.

To avoid serious misunderstanding, it should be reiterated that administrative strategy

usually begins with the ordinary procedures. We are not really ready to destroy all organizations, but we are ready, I think, to put something on top of it.

One of my graduating classes developed a list of 39 words that they thought emphasized the techniques of the strategist. Included are some worry words, like expediency, manipulation, things that do not have the right place in good human relations today, but this is the problem of teaching administrative strategy. Sometimes they read too much into what you say; sometimes too little; and sometimes the truth.

Some words set the tone of the things that are contradictory. We have the word "waiting." We have the word "to be first." We have the word "totality," and the word "experiment."

If we are perceptive, sensitive, adaptive, responsive as leaders to the situation, the school will feel our impact. We will play a role in society.

The obstacles to strategic administration lie everywhere: lack of ambition, lack of imagination, lack of inspiration, lack of interest, lack of time by being too busy handling details, too much time spent going through motions and filling up the day, not certain of our opportunities and situations that can be used for gain, not certain of the boundaries of the job. We are trying to find out whether yesterday's answers are good enough.

My presentation so far has put the emphasis on generic administration, useful for business, hospitals, college or university. However, I fully realize one of the significant variables is administrative environment.

All of us have been through college two or three times. All of us have had a chance to study the environment. All of us are experts on the environment. Each of you will be capable of building the bridge from my general thoughts to your own organization, but let me point out a major area for strategy in student personnel administration.

Strategy occurs in the situation involving relationships of conflict. Mary Parker Follette, in her 1927 essays, suggested that all administration takes place best in conflict. That is what "gamesmanship" is. It is a game of conflict. These can be identified for convenience as two major relationships in which strategy will come to play.

First of all, the relationship between the student personnel officer, and top management, top administration and the academic departments. Get prepared, do research, become imaginative, put the pressures on them. You will have things in your favor now that may disappear on you. People still fear and worry and think about Berkeley. And you are the one they are looking to to provide a different leadership.

Furthermore, you have a relationship, a situation of conflict between student organized groups and individual students. They are born strategists, conditioned to use strategy on parents and teachers and administrators. Study them. Scout them. Know what they are up to.

The student personnel administrator has to devise practical leadership behavior aimed at mobilizing students and other resources toward educational goals. And you have opportunities that we do not have in the classroom or some of the other administrative areas. You can mobilize your fellow administrators, and the student leaders, and the student individuals better than anybody else.

Planning is an interesting device and technique for delaying, for trial balloons, for practicing and so on. Students who want to take over our administration ought to be put to work on drawing up a master plan. That will keep them busy until they graduate. Then you have four more years. Planning is a marvelous technique to put them on.

The timing of decisions and action — we have to be there at the right time. We have to be there early. We have to use surprise. The reconciling of organizational objectives.

There is a conflict in our objectives between the finance office, between the budget office, between the purchasing office, between the academic, and between us, and we are not working hard enough to understand it.

Your responsibility as administrative strategist is to use persuasion techniques for consensus. We must mobilize what we have to reach organizational goals within the limited means.

The big enemy, the natural enemy of administrative strategy is bureaucracy. The bureaucrat depends upon the system. The democrat depends upon people. The strategist depends upon them both. You can use it, but you have to add leadership to it.

To sum up, deans and administrators have three responsibilities working and pressuring to change the educational environment:

To accept and encourage dynamic leadership, to develop a personal strategy, a leadership behavior pattern that does affect others, and to assist in developing and coaching the sub-leaders, the potential leaders, including the students who are around us right now.

The cry of the second half of the 20th century is very simple: We need more and better administrators and executives as never before in every dimension of our society. Dynamic and strategic administrators are needed to manage men, materials, systems, money and educational resources.

We cannot let well enough alone. We must encourage idea men. We must become creative administrators, lest the whole society fall on its face. This challenge to a democratic society to develop strategic leaders with a sound philosophy and democratic management is urgent. We cannot wait another generation. Big men are demanded as leaders of a managerial society, men without petty personal greed and prejudices, men who have a firm sense of social responsibility for our crying needs, not only big to command, but big to serve, and understand the human beings. Big enough to study and investigate the human aspects and the administrative techniques. Big in a way to feel and kindle the spirit and soul of the youth around us.

And strategic leaders will have to be big and courageous to handle the true industrial society.

Will you be counted among the big, strategic leaders by your students and their children?

... A question and answer period followed ...

Seminar 11

CASE STUDIES IN CAMPUS LEARNING CLIMATES

Walter Hobba, Dean of Men, Marietta College, presiding.

MELVENE D. HARDEE (Professor of Higher Education, Florida State University): This is pre-script of the Climate of Learning for Elysia College — one college of the 12 named.

The atmosphere of learning is currently grim but it has high possibilities for improvement. There are 12 factors which, in my opinion, add to the climate as it currently stands. These are the ones I have factored out in so far as my visits have helped me, in so far as the perceptionnaire done carefully by the respondent has come in, and in so far as my team mate on this particular trip has affirmed certain impressions.

Backing up to Ordway Teed, we have his quotation: "We want to look at the combined conditions which arouse desires of students to learn widely and deeply." What are the combined conditions in Elysia College?

First of all, there is the goal commitment of the institution. The goal commitment is based upon the fact that this is the first institution in the annals of American higher education that began as a graduate institution, matured as a graduate institution, and then extended itself to undergraduate teaching. That is a clue to what institution it is.

With the goal orientation of this institution, so much directed to research, can faculty members who are very competent in research and in scientific research especially be attracted to the teaching of undergraduates? And if they can be persuaded to teach undergraduates, how good will they be?

The brightest hope for this college lies in its location, and I read from a brochure which describes it:

"Students and professors glancing out the windows of classrooms, offices or laboratories, see the ocean on one side and the rolling foothills and the mountains on the other. There is surfing, scuba diving and whale watching as electives for students on this campus. And in the changes that are anticipated in the future, one student estimates that the beach will become so crowded that the university will have to issue beach permits in the future."

Is this conducive or nonconductive to a good climate of learning? Is fun in the sun sure to bring about lethargy in the laboratory and the library?

The conceptual arrangement of the campus is in the cluster consortia type. No college will be over 2500 in size. When it gets to that size, another college will be opened. There is now ready, practically, the opening of the third college in company with the first Elysia about which I talked. But do you recognize that in this consortium there will then be 12 different climates? The student will eat, sleep, relax, do so much studying, and learning on Elysia's campus on that climate, but nothing will preclude him from moving in and out the other 11.

How does he contribute to the climates of the other 11, and how do all 12 add up to him for a totality, a kind of "gestalt" in terms of all over climate? Is this a problem in terms of what you would do, what you would effect, in climatizing for the total 12 on that campus?

The selectivity of the student body can be dispatched fairly rapidly. Students come who are particularly interested in the sciences or mathematics. Students may come who have at least a B average in preparatory work before college.

Some would say this is non-selectivity. There must be other indices of fitness for a school of this kind.

What other indices would fit the student, would match the student to this particular climate in the building already in part built by the fact of the graduate school?

Aren't there some students who say, "I'll be science, I'll be mathematics," but who, after a little sojourn on the campus of Elysia begin to doubt that goal direction? Since this campus does not have counseling facilities, there is some wonderment about what happens to the student in process of changing his major.

I speak next in terms of the factor, for I factored it out of the visits and the perceptionnaire of the administrative expectations of students. This is from the statement of the Chancellor:

"An education worthy of the name education should be challenging to the student." Then he says, "We expect our students to sweat. Our more specific goals in relation to individual student gains are these: They preempt to me what comes later in the liberalizing

aspects of the curriculum.” Four things he expects in terms of student sweat and student achievement: First, that students know something about history and social sciences, and have some appreciation of the arts, some understanding of the meaning of science.

The second one, to speak and write acceptable English and have some ability to communicate at least in one other language — the language of mathematics — to know the alphabet of another language and finally to be able to exercise a degree of critical judgment in the evaluation of what one reads and hears.

Is this rather premature academic achievement, excellence, for students who have not quite yet decided what their majors will be? They are unsure about themselves, and I think, about the society in which they will be using some major and adapting themselves. The liberalized aspects of the curriculum hit on this point.

With most students directed toward mathematics and the sciences, the blow came when these students were expected to take a good, healthy assignment in the humanities. There was great protest. Apparently students did not understand that a liberalizing education was to be a part of the scientific pursuit.

Can an institution directing itself toward excellence in science afford to build a curriculum which is liberalized to the extent that we have read this one to be?

Selectivity of the faculty is a factor in campus climate. This is perhaps the most favored student group in the country in terms of numbers. There were 112 faculty members for 181 freshmen in the opening year. But these faculty members were recruited from institutions like Stanford, Harvard, Yale, Princeton, et al., where the undergraduates, if they taught undergraduates, were highly selected and very rigorously screened. The situation in Elysia was not that. So we ask this question: Can this highly selected faculty work with a rather non-selected student body in terms of the all over institutional goals?

The advising role of the faculty follows hard upon any conversation about faculty. In the first years of its operation there was no advising. Faculty members were very casual about talking with students. But students demanded programmed conversation, rather more formalized than they were getting.

In the second year a program of advising was devised whereby every undergraduate had someone to talk to about program, though no organized professional counseling was on campus. An evaluation was made of the total year's progress. It was thought that in the first semester more good was achieved by the halfway systematized faculty advising than in the second. How do you get faculty members of this highly selected type to want to advise? They do not choose to do program advising. But this is what students choose to have them do.

Efforts directed to campus community can be dispatched in a moment. Instances in the newspapers over the first year's reading would reveal that there is probably very little conversation between faculty, students and administration. But the first improvement, and I read it in a newspaper of February, publication date on this campus, is that three barracks have been transformed into coffee houses and snack bars, located in a eucalyptus grove. This is the first move toward campus community.

With this as a first move, can the tripartite, faculty, students and administration, move to a governing kind of community?

I posed this question to an advanced class in course work, and they devised a kind of government that has something for everybody, and these divisions are then sent to the campus about which I am speaking for a review as to their practicality. Next week we will receive back from one student personnel officer on Elysia's campus what that campus thinks about FSU class revising of a community effort in which all three participate.

In the first year of residence, partly because of the architectural design of residences, there were problems. The design of the residence is an attempt to personalize, to really familyize groups living in the hall. But there was an error.

In a hall of 70 there are seven clusters of 10. Ten students would get to know themselves quite well, but they would not get to know the 60 others in the hall. The entrance into the hall of the suite where they lived was quite separate from the other entrances.

There were problems with choice of residence assistants, the selection in a couple of instances was not at all the best. For freshman students to have resident advisers with particular bents of one or another, let's say, political inclination, was to cause, at best, a little concern.

For next year, students have suggested that they make their own rules in the residence halls, that they have complete autonomy. And the question would be: At what point can you sense that students who have had a rather chaotic first year in residence hall would be able, mature, developmentally ready for posting their own home rule laws?

Student frustration — I really meant this to be student expression, because I think student expression, whether it is frustrating or positive, is a factor in climate. I will read three statements which serve to underwrite frustration:

"We are the guinea pigs for this college. We feel we are all in a giant Skinner box running the mazes."

"We are becoming quite united because we all share the same misfortune, that of being experimented upon, and stretched to our capacities."

"We miss not having a sizable number of upper classmen, for upper classmen can act as a buffer between freshmen and graduate students." Remember, there is no great middle class in here. "Many of the graduate students have led us astray. I don't think they would have swayed us as easily if we had had more upperclassmen to act as a buffer."

Now another report having to do with what the reporter calls the hipster culture. On this particular campus there is a hipster pocket, enclave, as it were. There is incidence of drug use, abuse. The reporter on my perceptionnaire says: "The use appears not to be made for purposes of socializing. It is made probably because the Personnel Office seems to have the confidence of these students. The trips are made probably because the pressures are so great on this particular campus."

Add up all that I said about the press, and then think of the hipster possible reaction.

The graduate student role has not been well developed, says the reporter to the perceptionnaire. Part of it is because graduate students spend so much time in laboratories, and there is not time for them to intermingle with the freshmen and sophomores.

A partial hope for next year is that the monetary reward for a resident assistantship be escalated up to the same reward as given a teaching assistant; that there not be a downgrading of the living in the residence hall as a teaching function.

What can be done by the student personnel worker to construct or alter the campus climate?

Professor Rudolph posed the possibility that we do things as student personnel administrators, as if there were no teaching faculty. I believe he gave you an idea of what you could do particularly if the teaching mission were not doing it.

So I raised some questions because I think whatever we do will be done in combination. It will be a deep structure, rather than a superficial one. Would we dare to take upon ourselves the orienting of students to the institutional goals? To what degree autonomously? To what degree in company?

Is there a role for you, for us, in helping students understand what the administration expects in terms of excellence? Can student personnel workers prepare students for their

assumption of course work responsibilities in the liberalized curriculum? Have you anything to do with the general education, or the core curriculum of an institution? Or are you apart from that, as if you operated dichotomously? Can you acquaint students with faculty expectations as if the faculty never made any move to do that, as if the responsibility were totally yours?

Can you prepare students for a multi-climated experience on this campus, where there will be 12 climates hopefully, and some way unifying, to make one over-all experience? Can you encourage students to continue their community effort to move on beyond the Eucalyptan coffee houses to a tripartite, or a four-way stretch government? Can you encourage students to do anything more than revolt for home rule in residence halls?

Can you encourage a position of graduate-undergraduate climate? Can you bring the graduate climate, which is remote often in laboratory and library, closer to the student climate, in the absence of a middle class, the great middle class of our upper class? Can you diminish student frustration in new ways?

Then moving to a different sector, you orient the administration to the student goals? Can you orient the faculty to student goals, and introduce the faculty to the advising role? At Elysia there is the plan that the provost this coming year will appoint a member of his staff, to head up a faculty advising program in a systematized form.

Can you encourage the administration and the faculty to greater community effort in the Eucalyptan groves, as well as in the all-over four-way or three-way campus government, which is just beginning to be talked about? Can you encourage a review and a reconsideration of the institution's goals, of the core curriculum, which is intended to liberalize in a science setting of student selection?

I suggest that you cease hunting hurricanes, fighting fires, and instead build better hurricanes yourself. Create some movements of air, movements of people, on a campus which will bring alteration in terms of the campus climate.

The climate of learning on this campus, admittedly grim, can be changed and is being changed. The provost's idea for bringing in a staff member who would deal with faculty advising, as he teaches, is a good one. He intends to bring in another functionary to assume responsibility for the factor of residence hall programming, which will eventually have something to do with residence hall home rule.

I have been contending in some professional camp meetings in my own state, and in others, of late, that student personnel workers must be redesignated in terms of their predestined role on campus.

The track of the hurricane hunter above is as wide as all heaven. The track of the student personnel worker is as wide as all heaven, but, says one of my graduate students, it's as long as hell. And in this there is a challenge. We never quite quit tracking hurricanes.

Secondly, student learning is as tumultuous as clouds in spasm. Students learn spasmodically. They are people in spasm. Their learning proceeds with great caprice, and with only some predictability. So to understand the climate of learning is to create the hurricanes which in turn create the climate, which in turn you will, in a sense, direct and maybe control. I think this requires the knowledge and courage of a real professional.

I would commend to you the exciting role of a climatologist in higher education, call it a higher educational environmentalist. And it has two parts. One would be, he would be an expert in the behavioral sciences, in that he would do work which deals with the facilitation of the mechanics of learning. Secondly, and perhaps best, he would be a partner in the humanities, in order that the spirit of the learner be accommodated in the climate of this learning.

... A question and answer period followed ...

Seminar 12

CURRICULUM, TEACHING, AND EVALUATION — IMPLICATIONS FOR STUDENT MENTAL HEALTH DEVELOPMENT, AND COUNSELING

Eugene H. Floyd, Dean of Students, Western New England College, presiding.

ARTHUR W. CHICKERING (Director of Project for Student Development, Goddard College): We have basically four curricular models in this country. I have labeled them: The rocket, the Cadillac, the horse and buggy, and the used car lot, or some might put it, the junkyard.

The **rocket** curriculum aims to get you into orbit fast. The line is direct, the course precise. The choice of routes is limited, and while some re-orientation during flight is possible, basic change of direction is not without leaving the system entirely. Only those students who can submit to, and master the rigorous detailed and extended training program get very far off the ground. Throughout the training, dependence on others is great, and it is also great when you are in orbit, because once training is completed, and once you blast off, so to speak, you step outside only after careful preparation; even then, if the tether breaks you're lost.

Ultimately the rocket and the person become a single symbiotic system, with continuous exchange and this manned machine system, if you will, and the changes which occur within it, are monitored and modified by a larger supporting organization, to which both components are linked.

You are familiar with the various vocational, technical, professional forms this rocket curriculum takes. They are found almost entirely in large universities, or well endowed technical institutions, because this curriculum requires varied and expensive material resources, and numerous, highly trained trainers. Thus, it can be maintained and developed only under conditions of substantial size and support. A minimum of five courses is usually required each semester, and an intricate system of prerequisites leaves little room for electives.

The **Cadillac**, for many, is a vehicle of preference, if not of actual choice. It is preferred not so much for what it is or does, as for what it represents. Clearly designed for luxury, leisure and self-gratification, the Cadillac implies only remote connections with the world of work. Knowledge and skill sufficient to manage the machine is not difficult to achieve, but mastery of one's self in relation to the complexities of the total system is not so easy. Sensitivities must be sharpened, subtlety of expression must be learned, and this group must go beyond simply correct grammar and usage, or merely fashionable attire and behavior.

As with the rocket, giving oneself to a Cadillac curriculum means putting oneself in the hands of others. Running costs are high and the intricacies of the vehicle make one depend on others for repairs and general maintenance. While there is general freedom of movement, more than within the rocket, one must still remain within reach of a fuel supply.

The Cadillac curriculum finds its finest expression in the prestigious liberal arts colleges. Because the necessary training depends less upon specialized courses and materials, and more upon the acquisition of broad areas of information, and on the development of more general verbal and intellectual skills, fewer material resources are required by the institution. Its wealth therefore can be used to sustain a more limited enrollment, and a relatively large number of highly qualified faculty members — persons who, if not driving Cadillacs themselves, at least know how to act as if they were, and who can move with ease among those who drive them.

Now, if you do not have the wherewithal to be a rocket or a Cadillac, and if you think that trying to compete in these terms holds little promise, if you have some freedom of movement, and are adventurous, if you are aware that other modes of transportation have worked in the past, and are aware that some persons have built their own special vehicles, then you might try the horse and buggy and the junk yard, though they are both rare compared to the rockets and the Cadillacs.

The **horse and buggy** has many fewer parts than the Cadillac. It is constructed of simple original materials. It can be rebuilt, parts can be repaired by the driver. Fuel is relatively abundant, and in most situations one can forage for oneself with success and satisfaction.

This horse and buggy curriculum, of course, is the most traditional and classic of all. It requires of all students a detailed concentration on materials, limited in quantity but substantial in range and depth, materials selected because they represent man's best thinking through the years about questions basic to human existence, and because they provide not only fundamental information, but fine whetstones for sharpening intellectual tools.

Finally, we have the **junkyard**. Essentially the junkyard offers you the materials to build something for yourself. It assumes that you have come because you need some additional parts. It tries to make available a diverse collection as cheaply as possible, and you are free to work on whatever kind of vehicle you think you need to get where you want to go, or be what you want to become.

No salesman hovers nearby urging this or that part on you. But there is usually someone around who can tell you what a part was designed for originally, or who can tell you some uses to which other people have put it, and who can help you determine whether it fits your particular needs or not. Because maintaining a diverse collection is expensive, and because some of the parts available are rare, the junkyard is not always cheap and not all items are bargains.

More than elsewhere, the honesty of the junkyard administrator is crucial. The controls which operate for the rocket and the Cadillac simply do not exist, and the simplicity and directness of the horse and buggy are not there either. Shopping in a used car lot requires heavy reliance on the integrity of others. You may get badly stung.

Junkyard colleges are those where required courses are absent or few in number, where learning activities, other than reading and writing, are valued, where laboratories are found off campus as well as on. Students often study in only three areas during any single semester. Boundaries within the institution and between it are blurry, and students may build a course or program of study cutting across disciplines or incorporating experiences and resources away from the college. Sarah Lawrence and Goddard would be two examples of pure types here. Antioch's first year program, and the Harvard freshman seminars are examples of components within an institution that are somewhat similar to this model.

Curriculum teaching and evaluation are so systematically linked that you cannot jiggle one part of this system without creating substantial vibrations in the other. I think that is why change is so difficult and occurs only in response to fairly drastic forces.

That these systems and the differences among them do indeed exist is clear on the basis of our own experiences, and it is further substantiated by George Stern, Robert Pace, Alexander Astin, Thistlethwaite-Heist at the Center for the Study of Research and Higher Education in Berkeley, and so forth. Our 13 college study, currently in process, also documents the discreteness of some of these orientations.

Let me turn to the implications of these systems for two major vectors of student development, the development of competence, and the development of identity.

Development of Competence

Competence is a three tined pitchfork. One tine is intellectual competence; another is physical and manual skills, important to recreational values and athletic skills, and necessary for vocational or artistic success; and the third is interpersonal competence. But the most important part is the handle, what Robert White has called "sense of competence"; the confidence one has in one's ability to cope with what comes along, and to achieve successfully what one sets out to do.

Intellectual competence obviously does not just happen. As Harlow points out, thinking does not develop spontaneously as an expression of innate ability. It is the end result of a long learning process. The brain is essential to thought, but only training enables an individual to think in terms of ideas and concepts.

It is clear from evidence already available that teaching practices in college produce different kinds of cognitive behavior, and therefore are very likely to foster different kinds of intellectual development. The evidence concerning the differentiation effects of lectures versus discussions is now abundant and consistent. Lectures are superior for the transmission of information while discussion classes provoke more active thinking.

As McKeachie observes, students should have an opportunity to practice application and critical thinking, and to receive feedback on the results. Group discussion permits presentation of a variety of problems, enabling a number of people to gain experience in integrating facts, formulating hypotheses, amassing relevant evidence, and evaluating conclusions.

Those of you familiar with the Curt Lewin research will remember very frequently the presence of a group contributes to change in motivation and attitudes. The competitiveness of the climate, and the evaluation procedures also influence cognitive behavior. If teachers base their grades on memorization students will memorize the texts. If students think their grades are based on their ability to integrate or to apply principles, they will try to learn to do that.

As Dressel observed at Michigan State, the seeming necessity of covering large masses of material leaves too little time for any but the most able students to reflect on the meaning, interrelationship, and applicability of knowledge which is being gained.

Another area of research relevant to differences of our four models, concerns student-centered versus instructor-centered teaching, has been summed up like this. Students apparently can get information from textbooks as well as from an instructor, so student-centered teaching and non-student-centered teaching did not seem to add up to much difference in terms of acquisition of information here. However, in 11 studies significant differences in ability to apply concepts, in attitudes, in motivation, or in group member skills have been found between discussion techniques, emphasizing freer student participation compared with discussion with greater instructor dominance.

These differences were found in favor of student centered practices in 10 of the 11 studies. The choice of instructor-dominated versus student-centered discussion techniques appears to depend upon your goals. The more highly you value outcomes beyond the acquisition of information, the more likely that student centered methods will be productive.

What is the probable impact on intellectual competence of our four curriculum models?

The rocket curriculum, with its relatively large number of courses, its emphasis on covering copious material, its reliance on lectures and multiple choice exams, and its practice of grading on a curve, adds up to development of the ability to hold in mind, at least temporarily, substantial amounts of information. It does not seem to foster the development of higher order intellectual skills. Dressel's research on the development of critical thinking at Michigan State supports this assumption.

Of course, to the extent that students are engaged in laboratory activities and other applied situations where they have to observe things, manipulate materials, and apply ideas, there may be relatively greater opportunity for the development of critical thinking, problem solving abilities, skills of analysis, synthesis, and so forth.

The greater variability of practices within the Cadillac curriculum may make for less singular impact, but the general pattern is probably similar. Higher standards may mean even more material to be covered, and tougher competition may make accurate memorization geared to instructors' preferences and predispositions even more important. Lectures are still more frequent than discussions, and this curriculum lacks some of the context for active application found among the rockets. One great force for the development of higher level abilities does operate in these institutions: the condition that results when you collect a group of people of high ability and bring them together to live in close quarters.

The horse and buggy curriculum with its explicit emphasis on assimilating a more limited set of basic concepts and ideas, with its almost total reliance on discussion, with its use of comprehensive examinations, with large essay components and oral examinations as well, seems very likely to foster analytic ability and the ability to perceive relationships among principles from different domains.

But there is a danger here too. As Katz and Sanford distinguished the intellectualist from the intellectual, the result here may be a kind of conceptual agility, a creativity, but also impotence with regard to the level of coping with concrete problems.

The junkyard curriculum seems likely to foster higher order cognitive skills and improve self understanding through permitting study to occur in the service of personal needs and interests and purposes. Basically student centered in its approach, with few lectures, few exams, with substantial amounts of writing required, and with study often connected to continuing jobs or responsibilities on and off campus, it offers good potential for intellectual development.

But it should be noted that such development occurs neither automatically nor easily, because where the primary purpose of discussion is to clarify the meaning of the subject to the student, it is difficult to sustain objective and dispassionate analysis. Discussion frequently becomes kind of a personal reaction and subjective argumentation.

The Development of Interpersonal Competence

White observes that acts directed toward another are intended consciously or unconsciously to have an effect of some kind, and the extent to which they produce this effect can be taken as a measure of competence.

I find no reports of research concerning this kind of development in college. One study of student centered teaching did find that under such conditions group membership skills were fostered.

Requirements for the development of interpersonal competence include the necessity to listen as well as to talk, to follow as to lead, to understand the concerns and motives of others, to vary one's role in response to the requirements of varying conditions, to avoid excessive imposition of one's own viewpoint, and so forth.

White describes sense of competence this way: In clinical work, sense of competence has been widely recognized in negative forms — feelings of helplessness, inhibition of initiative, the inferiority complex. The positive side of this has perhaps been poisoned for many of us by that hastily conceived dream figure of perfect mental health, with invulnerable self confidence, and serene self esteem. Obviously, a conceited fool.

The limited research so far reported suggests relationships between patterns of curriculum teaching and evaluation, and the development of sense of competence. Most to the

point are the multi-institutional studies of Thistlethwaite reported in the *Journal of Educational Psychology*.

He says that increase in level of aspiration was associated with strong faculty press for enthusiasm, humanism, affiliation, independence, achievement, and sportiveness, and weak faculty press for compliance. The teacher who stimulates graduate study is characterized by Thistlethwaite as follows: "He does not see students only during office hours or by appointment. Open displays of emotion are not embarrassing to him. Students need not wait to be called upon before speaking in class. In talking with students he frequently refers to his colleagues by their first names. Students do not feel obligated to address him as Professor or Doctor."

The results of a nationwide study published by or conducted by the National Opinion Research Center are congruent with this finding. Davis, in this study, found that high prestige, intellectually elite colleges (our Cadillacs here) significantly underproduced future scientists. Faculty members rarely encouraged anybody but their A students. Science grades were frequently distributed according to a roughly normal curve. Many students in these elite colleges received B's and C's, even though they are among the top 10 per cent of any national measure of scientific aptitude or achievement.

Some research by Atkinson and Litwin concerning the differentiation effects of positive and negative motives reveals the extent to which such lowered self esteem and highly competitive grading practice generates a vicious circle. They found that men who were high in anxiety about tests more frequently completed examinations first, but did more poorly on the exams than they did during the rest of the semester in their course work. Students with positive motivation, on the other hand, tended to stay in the examination room longer, work harder, and so forth.

So we have a kind of dynamic where low self esteem leads to test anxiety, which leads to getting out of the examination situation as fast as possible, which leads to further lowered grades, which again feeds back on depression of self esteem.

These various findings seem to suggest that the sense of competence is probably fostered less by the Cadillac curriculum. The rocket curriculum may provoke a similar kind of dynamic, although with a more heterogeneous group of students the force of this may be somewhat tempered.

The horse and buggy curriculum may operate in a similar fashion where there is a group of high powered students, and where class discussions become a kind of dog-eat-dog affair. Students who lack sufficient intellectual agility, or who are not very aggressive may find themselves overwhelmed by their more articulate peers and may retreat to passivity and silence.

The junkyard curriculum probably falls at the other extreme, where grades and exams are minimally used and where comparative standing is difficult to assess, where students largely set their own objectives, and evaluate their performance in relation to them.

Under these conditions, sense of competence may sharply increase. Indeed with some students an exaggerated sense of competence may develop through lack of information about the effectiveness of their performance, and about what other students may have achieved.

There are also those students whose self esteem requires the continual nourishment of comparative standing. And for these a kind of period of adjustment is usually required before they can look to see whether their performance does the job or not, and evaluate themselves on the basis of that, rather than comparative ratings.

The Development of Identity

The most obvious concomitants of identity, according to Erickson, are a feeling of being at home in one's own body, a sense of knowing where one is going, and an inner assuredness

of anticipated recognition from those who count. The development of identity can be seen as the process of discovering with what kinds of experience, and at what levels of intensity we resonate in either satisfying, or safe, or self destructive fashion.

Ericksen and Sanford talk in some detail about conditions which are propitious for the development of identity. Basically it looks as though three things are important. First, varied, direct experiences and the opportunity to assume varied roles. Second, meaningful achievement. Third, relative freedom from anxiety and pressure.

To what extent are these conditions realized in these four models?

The rocket and the horse and buggy are alike in that they leave little room for electives. In the rocket curriculum a student must get on a track and stay on it, and if the desire for more diversity develops, usually the only alternative is to jump the track entirely. And there are similar restrictions of choice in the context of the horse and buggy curriculum. Thus, questions of who I am, and where I am going seldom have to be faced.

In the Cadillac curriculum there is more room for electives, and the choice of major may be delayed at least until two or three semesters of exploration have been completed. Further, there is frequently greater possibility for flexibility of program in response to demonstrated interests and abilities. These conditions all enable the student to throw himself against a wider range of situations to discover what kind of bounce he gets. He can do this before he is compelled to make a more totalistic commitment, and to accept the circumscription of activity that results from this.

Probably the junkyard curriculum has greatest potential for this kind of development, the complete freedom of choice for classes, the opportunity to initiate independent studies, the need to construct one's own major for study during the last two years. The flexibility of both internal and external boundaries opens up a very wide range of alternatives, a range which can contain direct experiences in teaching, community development, urban studies, living and working in foreign cultures, and so forth. Or it can also contain sort of abstraction upon abstraction so a student can generate a study of Vitkinstein on Buber, Slatherd with Kierkegaard and Sartre, with McLuhan thrown in.

There are, of course, two major problems. Students may not have needs or interests or purposes which are sufficiently crystallized, or sufficiently ordered in terms of priorities to provide basis for work that can be sustained with satisfaction. The second problem is that some students, either out of anxiety or because there are real satisfactions in a kind of limited area of study for them, simply confirm themselves as they are, and make little use of the range of opportunities for exploration offered.

Teaching and evaluation probably have more impact on identity than these differing arrangements for curriculum organization.

Snyder at MIT says, "The student goes to a lecture and hears from his professor that the course is exciting, that independent thought will be demanded. He is urged to think about the subject, reflect upon what he reads, and develop the habit of skepticism. The first quiz, however, in the student's eyes, calls for a playback of a large number of discreet facts. The message that some students hear is that reflection of original thought is for the birds, and that memorization will get the A."

Some possible student responses to such dissonance include alienation, cynicism about the academic enterprise, a determination to play the academic game with shrewdness, or conformity to the task of getting grades. None of these potential responses is likely to foster sound identity. A study of men who do well academically, which Black conducted at Stanford, is appropriate. He found that the most salient trait was cooperativeness, a tendency to be helpful, moderate, respectful, appreciative, sympathetic, and sensitive. Thus it seems clear

that testing out new ideas, independent thought, and adventurousness are not very well rewarded, and in the absence of stimulation and opportunities for such behavior, development of identity is not very much encouraged.

Thus the competitive climate in the evaluational procedures which characterize the Cadillac curriculum probably inhibit such development most. The emphasis on professional or vocational preparation which dominates the rocket curriculum probably operates in a similar fashion to inhibit such development.

In the horse and buggy curriculum the emphasis on developing intellectual skills mitigates against the sheer subjective and emotional reactions which might provide a better basis for self testing. Also, to the extent that evaluation punishes the subjective, it also acts as a force against self-discovery and self-testing.

In the junkyard curriculum, the emphasis on self evaluation supports the development of identity for some, but not for those students who must continually confirm themselves as they are, because for them self evaluation is just a way of digging themselves in deeper.

Implications for Mental Health

First, the conception of mental health as simply the absence of mental illness is not very useful. Further, conceiving of mental health as how well a person is functioning in a given situation, or at a given point in time does not serve very well either. It seems clear that the student who is functioning effectively and well within one of these models might experience considerable dis-equilibrium and upset in another. Yet, it would not be accurate to say that he was less healthy.

Closely related to this notion is our stance in relation to students who are problems to themselves and to us. The basic issues here concern the nature of normal personality development, and consequent questions of whether upset is a concomitant and a sign of such development, or whether it suggests a pathological condition.

Sanford writes, "Health and development are by no means the same thing. You can have a healthy person who is not well developed, but a simple, undifferentiated, insensitive person. He does not have problems because he is so insensitive that he is not aware of the things that would arouse problems in other people."

Sanford also notes that you can have a highly developed person who is complex, tortured, and full of conflicts, but also rich and interesting. We really want both. We want a highly developed person who is reasonably healthy, but we know to achieve this we have to take risks.

We could run an institution in the interests of positive mental health that would so protect individuals from challenging stimuli that they would not develop at all. They might remain quite healthy, but they might also remain very simple, undeveloped people. You could say that if we are going to have a democratic society in which we expect each individual to be independent, we automatically run serious risks of mental ill health, because people are not always prepared for the kind of freedom that we expect them to have in our society.

As we become more aware of student reactions to college experiences, and student attrition, student unrest, student mental health, this kind of recognition becomes very important. Without it we may well view all problems and all upset as indicative of illness, rather than as part of healthy development. And if we view it as illness and respond with intensive diagnosis, therapy, or referral for treatment, we may only compound the difficulty.

If we view it as part of normal development, we may productively respond with support, encouragement, and environmental modification which can temporarily reduce the stress to a manageable but yet growth producing level.

Some military experience is relevant here. In World War II, programs were established similar to many college mental health programs today. A psychiatric casualty was immediately moved to a base hospital far away from the lines, and treated intensively. In reviewing the results the Army found that less than 10 per cent of the casualties ever returned to the fighting front, and that most of them remained permanently disabled.

So when the Korean War came, the methods were changed. Psychiatric aid stations were just off the firing line. Casualties were handled there, mostly by being given a hot meal, a hot bath, a good night's sleep, and some reassurance. Within 48 hours 70 per cent were back on the fighting front, and more important, perhaps, the future breakdown of this group was no greater than for others who had not been psychiatric casualties in the first place.

And there are findings from studies in crisis situations and other conditions of high stress congruent with these results.

The basic dynamic here seems to be that old bugaboo, the self fulfilling prophecy: If you label someone sick or disabled and treat him as if he were, he becomes that way. And this is the way many of us, let me say, respond to students who are having difficulty in college. Many of these students encounter situations which raise questions concerning identity or purpose or commitment, which are fairly severe threats to their self esteem. These problems just are not well met by the tools available to the psychologist, or the psychiatrist, or the counselor. The answers may well lie more in the direction of reassurance, support, and some kind of environmental modification.

Implications for Student Personnel

It seems to me the most important functions of student personnel administrators in the college of the future, will concern the total institutional environment rather than individual students. Perhaps a most important function will be to help each institution develop optimal levels of stimulation, stress, and conflict, in residence hall situations, in extracurricular activities, in curriculum teaching and evaluations.

These levels obviously should not be so high as to be crippling, or so unmanageable as to require withdrawal, but they should be sufficiently intense as to foster the healthy development required if students are to lead rich, full lives and if a democratic society is to survive in competition.

This is obviously a complex and difficult task. Basically it requires getting into the total institutional act. It means working closely with other administrators on matters of general institutional policy and practice. It means working with faculty committees on matters of curriculum, teaching and evaluation. It means working directly with faculty members, in relation to student-faculty relationships, so that they themselves can provide greater support for students, and become more flexible and more able to create developmentally productive environments for learning.

Finally, for those few student personnel administrators who still see themselves as agents of control, rather than of education, as agents of security rather than stimulation, as agents of discipline rather than of development, for those few I think it implies and requires a rather substantial shift in orientation.

... A question and answer period followed ...

Fifth General Session

Wednesday, April 12, 1967, 10:45 a.m.

Ronald Barnes, Dean of Students, University of North Dakota, presiding.

The Contribution of the Interpersonal Environment to Students' Learning

THEODORE NEWCOMB

Professor of Social Psychology

University of Michigan

I first want to apply to education a point of view that stems from my own stand as a social psychologist. Secondly, I want to apply it to certain problems of higher education; and then offer two propositions with respect to interpersonal environments.

By interpersonal environment, I mean simply a set of persons with whom one interacts for some regularity over a continuing period of time. The point of view within which I shall offer my propositions has become somewhat prominent in social psychology of late, as balance theory or consistence theory. Very briefly, it stands for the following:

Any individual simultaneously confronts the following kinds of psychological situations. In the first place, he has to adapt himself to many aspects of the world, whether these aspects are concrete objects, other people, ideas, institutions, or what. He also has to adapt himself to other people who simultaneously are confronting these same aspects of the world. Finally, he has to take account of these other people's approach to these common objects.

Here are three relationships which are immediate and simultaneous. This raises problems which psychologists like to refer to as those of composite cognition. You have to cognize or think about or somehow mentally structure these three different things simultaneously that you confront.

Now, some combinations of these three different confrontations are comfortable. They tend to be stable because they are comfortable and balanced. There is no impulse to change them. Other kinds, however, are unsolved, they are inconsistent. They are somehow imbalanced. Imbalanced combinations of these things are apt to be, in one way or another, uncomfortable, or frustrating, but they also can be intriguing and exciting.

I am not arguing for a totally balanced and comfortable and settled world. Neither am I arguing for one that is only in balance with its attendant processes of frustration or intriguing need or excitedness.

My first proposition. The student's interpersonal environment has a great deal to do with what he learns and how well he learns it. As evidence to support this proposition, let me talk first about the student as a student, namely, academically.

Academically speaking the typical freshman lives in an interpersonal environment of strangers. Let's suppose that there are, as at my own university, 101 sections of English 1, a first and required course for most students. And that one particular student is in Section 79 of English 1. Let's suppose that same student is in Section 42 of Psychology 1, of which there are only 90 sections.

Let's say that on Monday, Wednesday and Friday he is in English, and Tuesday, Thursday and Saturday he is in Psychology 1. By calculating the theoretical probabilities only one student in four in Section 79 of English ever meets in any of his other classes any student who is in that same English class. That is why I say this interpersonal environment among his peers is an environment of strangers, if we view him in his academic role.

Now, let's look at that same student's personal or his personal-social environment. Typically, this same freshman will be in various little groups of friends, some small, some large, some partially overlapping and some not overlapping at all. They will typically involve informal, spontaneous associations. And most frequently they will be living and dining companions.

In a large sample of senior women, I once found that 72 per cent of them, after describing their closest friends, and on being asked where they first met these close friends, "Well, I met them in my residence hall." This is, I think, not atypical of all large institutions, like ours.

So the student academically is a stranger; in his personal and social life he is not a stranger at all, given only a little bit of time to develop the kind of comfortable, supportive interpersonal environment that he wants.

Now, how would these two kinds of interpersonal environments articulate, or would they?

Too often they are not articulated at all. There is a divorcement between the interpersonal world of the student as student and of that same student as a human being with his excitements and friendships that typically are organized around his residential hall.

The consequence of the situation just described is that there is no academic identity for the typical freshman, there is only academic anonymity. Identity comes through participation in groups of people who mutually recognize each other and who have some continuing sort of interaction.

In this kind of situation a student loses a crucial kind of support. As any psychologist will tell you, groups have power over their members. They not only bind them together, but they influence each individually. This power that groups have can be applied to educational advantage, to educational detriment, or to neither. Very often in my own university I have seen that the norms of student groups are contraeducational. They stand for something which the faculty and the catalogs of the universities say are diametrically opposed to what the university stands for.

I think the effects of group membership, the effects of the kind of interpersonal

environments which are supportive and in which academic identity are articulated represent the guts of education. First, they provide support and one of the things that happens or should happen to students in our universities is that they find themselves challenged, they find themselves threatened with the possibilities of changing their attitudes, confronting new values, and doing something about it, and as they face these challenges, they need support.

Also, they need commitment. Support tends to be comforting and stabilizing, but they need to be unstabilized to some extent too. An articulated, interpersonal environment can provide both at the same time: support and excitement that come from a shared enterprise.

Well, if you like the word "heart" better than "guts", all right, but I am saying that both the head and the heart are needed in education here as elsewhere. I do not think the matter of interpersonal environment is all there is to higher education, not by any means. It is the aspect which of late, in my judgment, has too often and too widely been overlooked.

The second proposition: Without autocratic control, we, as educators, can arrange interpersonal environments that are beneficent, instead of anti-education. How? One general approach to it is simply to start with what might be called the real, existing social personal units, the informal or formal groups which are meaningful and important. Then arrange academic experience around these.

At the University of California, at Santa Cruz, or in a very different way, in the first residential college of the University of Michigan you start with something you can count on, namely, meaningful sub-groups that are typically organized around residences, and then if necessary breaking down existing aspects of the academic scheme, you make academic arrangements that are articulated with the real and vital interpersonal environment that students already have.

At Michigan some years ago we arranged with the help of Dr. John Taylor, a modest little enterprise which started with residence halls and simply saw to it that people who lived in the same residence house (units of 100) had most of their classes together. The bureaucratic work was enormous, but the fact is that it could be done.

As we interviewed students later, we found many of them saying, "Well you know, I found myself walking to class with people that I had something in common with, and we argued and we talked and we would berate the professor, or after class we would share some of the excitement that happened in class." This of course is precisely what this modest little venture was attempting to do.

Now I seem to have been castigating the large universities, and in a sense they need to be castigated. It is not because they are large. Largeness is no problem at all provided that within this enormous size you pay attention to internal organization. And this internal organization must be such that most students and faculty have meaningful groups which impinge both upon their personal and academic lives. Students thus get the best of both worlds, the intimacy of the small educational unit, and the complexity and cosmopolitanism of the big one.

In colleges which are already small, the problems are in some ways precisely opposite those in a big university. They need more diversity, which you tend not to get in a small, homogenous and isolated institution. They need the challenge of new worlds, new panoramas that go with diversity, which in turn tends to go with size.

It would be no news to anyone in this room that the small colleges are doing something about this. They are banding together, exchanging facilities, exchanging students. They are sending their students jointly to other parts of the world.

The interesting thing is that the big universities with their residentially based small colleges, and the small colleges with their banding together, are really moving toward each other in a way that has never happened before in the history of American education.

These two movements both represent, in different ways, attempts to create interpersonal environments that provide both of two things: provision of a meeting ground for personal identity and academic identity, and increasing possibilities for excitement over expanding horizons. As I indicated, either balance or imbalance alone is inadequate. One is too comfortable, too unchallenging, and the other, if it existed alone, is too upsetting, too disturbing and the enemy of identity.

Whether these new movements will be as beneficent as they might be is of course up to us. There are two kinds of explosions about which one hears a good deal these days. There is the population explosion. In a way, this is what has happened to the very large universities, most of which have made the naive assumption that in a big university you just organize everything the way it was before when it was small, only everything is on a bigger scale.

The sociologists and the other students of human organization will tell you that the bigger organization cannot live with the same kind of organization that a smaller one had. The way to handle the population explosion is to re-think the organizations of our college and university structures.

The other explosion is an information explosion. There is more to know. The world is getting smaller, while its population is getting bigger. That is, it is getting smaller in the sense that distances do not matter nearly as much as they used to.

The information explosion — what I might call, perhaps, the proximity explosion — is that which makes it necessary for the smaller institutions to share one another's facilities, to let the students get acquainted with different kinds of students, and to meet the larger world.

Let it not be true that future historians shall say of us who are immersed in higher education — "The population explosion engulfed us while the information explosion left us behind." These I think are the twin dangers and we must self-consciously, deliberately, and with long range perspectives set about to provide the kind of interpersonal environments which to my judgment are crucial to the kind of education in which we all believe.

The New University: Opportunity for Innovation

DEAN E. McHENRY

Chancellor

University of California at Santa Cruz

Innovation, of course, is not confined to the new institutions, but usually it is a good deal easier to achieve innovation there than in the established universities and colleges where vested interests in old ways of doing things have accumulated like barnacles on an old ship.

All over, new campuses are springing up. Since 1960 I followed with great interest some of these: Simon Fraser in British Columbia, York in Ontario, Oakland University in Michigan, Florida Atlantic in Florida, Stonybrook in New York, and San Diego, the last two in smaller institutions that have greatly enlarged roles, and the wholly new California campuses at Irvine and Santa Cruz.

But no president or chancellor, no provost or dean, has a wholly blank sheet on which to write his model plan. He is bound by constitutions and laws and customs and governing board policies, and quite a number of other restraints.

The founding father soon finds his area of discretion narrowing. One of my great heroes, President David Starr Jordan, wrote, just before the opening of Stanford University, in 1891: "When the students and professors get here, the work of managing the institution will perhaps be more difficult."

I take the Santa Cruz campus as my prime example, not because it is the best, but because I know it best.

This campus was first suggested in responsible reports in 1957. By 1961 it had a site, and a Chancellor. After four years of academic planning, physical planning and construction we opened in 1965 with 650 students. The second year, the current year, the population is just under 1300. Next fall it will exceed 1900. And in the 1990's it is expected to top out with a maximum of 27,500, the size of Berkeley, Los Angeles and the other large California campuses.

In broad terms, Santa Cruz is testing whether an institution that is bound to grow large can make learning a live and individual matter and keep it that way. We are experimenting, as President Kerr requested some years ago, with ways of making the campus seem small, as it grows large. We grow by modules of a college per year.

Our first thrust has been concerned with undergraduate education. We have made the small liberal arts college, averaging 600 student members, and about 40 faculty members, the primary academic unit to improve undergraduate life and learning. We have given the power to the college to share equally in those key decisions on faculty appointments, promotions, and other vital matters.

Included in college functions are academic advising, most student personnel services, social and recreational activities, and about two-thirds of the teaching for

undergraduates. We have — by this title — no deans of students, no deans of men or women, no house mothers. These functions are handled largely by provosts of the colleges, the executive head of the college and their aides whom we have chosen to term “preceptors.” Most preceptors are faculty members and graduate students. Our model certainly within the college is the very successful model represented by many of your institutions, the American independent small college.

Innovations

We frankly believe in idea and experiment.

To improve undergraduate learning, we are trying to devise an honors program for all. Students come from varied backgrounds. They are not all freshmen when they come. We accept a good many transfers at the junior level, especially from the excellent California junior community colleges. They have a broad spectrum of intellectual abilities, but more and more the freshmen are the extremely high rated group, both in terms of high school grades and test scores.

It is an honors program for all. It allows for the devising of individual majors by the students with proper approval; for a good deal of independent study at every level, both inside and outside the regular offerings of the curriculum; and we aspire to provide one tutorial or seminar for each student each year.

There are different modes of student evaluation at Santa Cruz. The faculty has decided that pass-fail shall be the rule. For graduate students and certain science majors in the upper division, for all except the largest classes, each instructor provides in addition to the pass-fail grade a narrative assessment of the student's work. A four year student should have at least 30 of these in his file by the time he graduates. And many of the appraisals of the student and his whole career are written with reference to these faculty appraisals.

Either comprehensive examinations or senior theses are required of all seniors. We have taken courses rather than units or credit hours as the measure of progress toward a degree. And 36 courses are required to graduate. These courses are taken on the basis of three courses as a normal student load, and in effect we have what Dartmouth originated, the 3-3 plan. Beginning in '71 we expect to go on a four quarter basis, though students will usually take only three in a given year.

To encourage faculty ties with undergraduate colleges, we have placed all regular faculty on joint appointment. One is an associate professor of history in the university, and a fellow of Cowell College in the college. The budget is divided. Each one has 50 per cent of the salary. The provost of the college, and the head of the division must agree upon the appointment before the appointment is made, and the same thing is involved in a promotion.

The faculty common room is located in the colleges rather than having a single campus-wide faculty club. There is a close faculty relationship to student life. All faculty take some meals in the college. Most faculty members participate in some college activities. Most of the faculty members have their principal offices and studies

in the individual college, rather than in central facilities. There are considerable opportunities for the faculty for close instruction of undergraduates in quite small groups.

To make the college a main focus of student life we provide housing within the college for about 75 per cent of the student population. This probably will level out at about two thirds of the total student population. There are relatively few commuters.

The student activities, social life, cultural events, are based largely on the colleges. There is no big time athletic program. The intramural sports program is tied to inter-house and intercollege competition. Facilities for co-curricular activities are concentrated mainly in the colleges. Reading room and supplementary library facilities are available in the college.

To emphasize the unit of knowledge, there are college sponsored interdisciplinary courses. No departments exist either in the college or campus wide, though we have a substitute form of organization called the Board of Studies in literature, etc., campus wide. These, rather than departments, handle the affairs of each discipline on a campus wide basis.

Problems

Over the next decade, our attention is bound to turn to some very difficult problems. The first is launching a new college every year.

We want these colleges to differ in emphasis, style and approach. A great deal turns upon the style of the leader of the college, the provost. And each one gives us a fresh opportunity for a new theme, a new problem, and for different experiments. And this challenge should keep us alert and excited for a long time to come.

Another problem that we were involved in from the first year — is what to do about graduate life and learning. Our hope is to develop something akin to the college that will aid the graduate student and his family to be socially well adjusted and intellectually well rounded while he is receiving the specialized training in his field. This may be done through a series of multi-disciplinary graduate centers. It may be done in part by the graduate student having membership in the undergraduate college, and in various other ways.

Then there is the whole challenge of professional studies. As now planned, all the professional schools will be graduate schools. Engineering, which begins this fall, will concentrate professional work entirely on graduate level. On the undergraduate level, pre-engineers will be members of the colleges and take courses of study that include a great deal of preparation in mathematics and science. And comparable approaches are going to be sought for other professions.

Then there is the challenge of continuing education. We aspire to do something quite distinctive in adult education. We are intrigued with the possibility of organizing an adult college, largely residential, that will welcome persons of various ages, both for short courses and longer periods of study.

Among encouraging bits of evidence that help us carry on are:

The accreditation report, written by President Wilson Lyon of Pomona College, was enthusiastic about the student and faculty morale and sense of achievement.

Faculty participation is extensive in student activities, sports, and drama.

There is also a breadth of reading that is shown in part by the extremely heavy demands on the library by a student body that is predominantly freshmen and sophomores for books comparable to those used in graduate schools and the high level of book purchases, both in town and in the university book shop.

Another index is student demand. The backlog of applications is enormous. We have four to five qualified applicants for each freshman place.

Among the disturbing bits of evidence — what I call “red ants in paradise,” are:

Our pass-fail experiment is being eclipsed and blighted to some extent by the demands of Selective Service for rank in class.

There is also a good deal of pressure that comes from our own seniors, who have suddenly come to worry about admission to graduate and professional schools.

Second, although our students are unusually bright, the ACE survey of freshmen profile for last fall showed 59.7 per cent of our incoming freshmen were A averages in high school. And they are very idealistic. About 40 per cent of them intend to go directly to Peace Corps or VISTA on graduation. They are ambitious scholastically. More than a third intend to go for academic doctorates in philosophy or education. About 6.5 to the health sciences doctorates. They are uncommonly creative. About a third have already written for publication before they arrived on the campus.

But still they have not been able to establish either an honor code or an effective plan of self government. The peer group culture is still too separate in this campus that was devised in large part to get the peer group culture and the academic life geared together and meshing more. It is meshing more but it is not meshing, in my opinion, enough.

Our students are almost, and perhaps too exclusively intellectual, either non-conformist or conformist intellectual. But balance may come in the end.

We have found no way of keeping the faculty from being overworked. They are busy launching new courses, setting up rules of the academic senate, and the faculties of their own colleges, and they are immersed in the life of the students to a remarkable extent.

Another worry is the emergence of the disciplines as power centers. This was freely predicted and expected, but it has come earlier than expected, somewhat more demanding than expected at such an early period.

My contention is that many students, but not most, prefer to be known as individuals, to have a sense of belonging and participation, to learn in an environment that is of human scale. The large institutions, I think, ignore the presence of such students at their peril, and they certainly should experiment, take all opportunities to experiment with new and better ways of combining living and learning.

Sixth General Session

CONFERENCE LUNCHEON

Wednesday, April 12, 1967, 12:15 p.m.

Carl M. Grip, Dean of Men, Temple University, presiding.

Deans and Dissenters

KENNETH KENISTON

*Associate Professor of Psychology
Yale University*

It is a great pleasure to be able to address this group of college deans. In many ways, I feel that it is like coming home again, for my father was a college dean and some of his best friends and my own, are deans. In a very minor administrative way and on a part time basis, I, too, was a junior dean of students in the residential house in which I lived as a young faculty member at Harvard.

As far as I can judge, one of the central problems of the dean's life is that he occupies a pivotal position between students, the administration, the faculty, and the wider community. As such, he is subject to — perhaps I should say the victim of — a series of cross pressures that make his life inevitably hurried, harrassed, and divided into many parts and pieces. Conscientious deans are perhaps the busiest people I know, and although they are often men and women of strong academic inclinations, they are also often intensely frustrated because the discharge of their duties allows them so little time to read about, reflect on, and study the very campus phenomena in which they are continually involved.

Since on many American campuses, the phenomenon of dissent — vocal, political, or psychedelic — is one of the most troubling and time-consuming for deans, I thought I might contribute to your deliberations by trying to review and pull together some of the scattered studies that have been made of dissenters in American colleges over the past few years. There now exists a considerable body of research that deals with the characteristics and settings of student dissent. To be sure, most of these studies are topical (centered around a particular protest or demonstration), and some of the more extensive studies are still in varying stages of incompleteness. Yet enough evidence has already been gathered to permit tentative generalizations about the varieties, origins and future of student dissent in the nineteen sixties.

Two Kinds of Dissenters

Dissent is by no means the dominant mood of American college students. Overt dissent is relatively infrequent and tends to be concentrated largely at the more selec-

tive, "progressive," and "academic" colleges and universities in America. And even at these colleges, the vast majority of students — generally well over 95 per cent — remain interested on-lookers or opponents rather than active dissenters. Thus, whatever we say about student dissenters is said about a very small minority of America's six million college students.

Yet this minority of student dissenters of all types arouses deep and ambivalent feelings in non-dissenting students and adults — envy, resentment, admiration, repulsion, nostalgia, and guilt. Thus, there has developed through the mass media and the imaginings of adults a more or less stereotyped — and generally incorrect — image of the student dissenter.

The "stereotypical" dissenter as portrayed by TV, magazines and mass media is both a Bohemian and a political activist. Bearded, be-Levi-ed, long-haired, dirty and unkempt, he is seen as profoundly disaffected from his society, often influenced by "radical" (Marxist, Communist, Maoist, or Castroite) ideas, an experimenter in sex and drugs, unconventional in his daily behavior. Frustrated and unhappy, often deeply maladjusted as a person, he is a "failure" (or as one U.S. Senator put it, a "reject"). Certain academic communities like Berkeley are said to act as "magnets" for dissenters, who selectively attend colleges with a reputation as protest centers.

According to such popular analyses, the sources of dissent are to be found in the loss of certain traditional American virtues. The "breakdown" of American family life, high rates of divorce, the "softness" of American living, inadequate parents, and, above all, overindulgence and "spoiling" contribute to the prevalence of dissent.

These stereotyped views are, I believe, incorrect in a variety of ways. They confuse two distinct varieties of student dissent; furthermore, they are inaccurate in their characterization and explanation of dissent. To begin with, it seems to me that student dissenters generally fall somewhere along a continuum that runs between two ideal types — first, the political activist or protester, and second, the withdrawn, culturally alienated student.

The activists. The defining characteristic of the activist is his participation in a student demonstration or group activity that concerns itself with some matter of general political, social or ethical principle. The specific issues in question range from protest against a paternalistic college administration's actions to disagreement with American Vietnam policies, from indignation at the exploitation of the poor to anger at the firing of a devoted teacher, from opposition to the Selective Service laws which exempt him but not the poor to outrage at the deprivation of the civil rights of other Americans.

The initial concern of the activist is almost always immediate, *ad hoc*, and local. But whatever the issue on which he focuses, the protester rarely demonstrates because his *own* interests are jeopardized, but rather because he perceives injustices being done to *others* less fortunate than himself. For example, one of the paradoxes about protests against current draft policies is that the protesting students are selectively drawn from that subgroup *most* likely to be deferred. If one runs down the list of

"causes" taken up by student activists, identification with the oppressed or anger at injustice perpetrated on others is a more important motivating factor than an actual sense of immediate personal oppression.

The anti-ideological stance of today's activists has been noted by many commentators. This distrust of formal ideologies (and at times of articulate thought) makes it difficult to pinpoint the positive social and political values of student protesters. Clearly, many current American political institutions like de facto segregation are opposed; clearly, too, most students of the New Left reject careerism and familism as personal values. But it seems to me more misleading than illuminating to call the activist "alienated," for this label overlooks the more basic *commitment* of most student activists to other ancient, traditional and credal American values like free speech, citizen's participation in decision-making, equal opportunity, peace and justice. In so far as the activist rejects all or part of "the power structure," it is because he believes the realities of power in America fall so far short of the ideals he considers central to the American creed. And in so far as he repudiates careerism and familism, it is because of his allegiance, his fidelity, to other human goals he sees, once again, as more crucial to American life. Thus, to emphasize the "alienation" of activists is to neglect their more basic loyalty to certain basic American ideals.

One of these ideals is, of course, a belief in the desirability of political and social actions. Sustained in good measure by the successes of the student civil rights movement, the activist is usually convinced that demonstrations are effective in mobilizing public opinion, bringing moral or political pressure to bear, demonstrating the existence of his opinions, or, at times, in "bringing the machine to a halt." In this sense, then, he is a political optimist, who is willing to work with others to try to change society.

The alienated. In contrast, the culturally alienated student is far too pessimistic and too firmly opposed to "the System" to wish to demonstrate his disapproval in any organized public way. His demonstrations of dissent are private: through non-conformity of behavior, ideology and dress, through personal experimentation and above all through efforts to intensify his own subjective experience, he shows his distaste and disinterest in politics and society. The activist attempts to change the world around him, but the alienated student is convinced that meaningful change of the social and political world is impossible; instead, he considers avoidance, withdrawal and escape, coupled with an effort to intensify his own experience, the only real options.

Alienated students tend to be drawn from the same general social strata and types of colleges as activists. But psychologically and ideologically, their backgrounds are often very different. Alienated students are more likely to be disturbed psychologically; and although they are often highly talented and artistically gifted, they are less committed to academic values and intellectual achievement than are protesters. Furthermore, such students usually find it psychologically and ideologically impossible to take part in organized group activities for any length of time, particularly when

they are expected to assume responsibilities for leadership. Thus, on the rare occasions when they become involved in demonstrations, they usually prefer peripheral roles, avoid responsibilities, and are considered a nuisance by serious activists.

I will argue in a minute that the activist is likely to accept the basic political and social values of his parents. The alienated student, in contrast, almost always rejects his parents' values. In particular, he is likely to see his father as a man who has "sold out" to the pressures for success and status in American society: he is determined to avoid the fate that overtook his father. Toward their mothers, however, alienated students usually express a very special sympathy and identification. These mothers, far from encouraging their sons towards independence and achievement, generally seem to have been over-solicitous and limiting.

In many colleges, alienated students often constitute a kind of hidden underground, disorganized and shifting membership, in which students can temporarily or permanently withdraw from the ordinary pressures of college life. The alienated are especially attracted to the hallucinogenic drugs like LSD precisely because these agents combine withdrawal from ordinary social life with the promise of greatly intensified subjectivity and perception. To the confirmed "acid head," what matters is intense, drug-assisted perception; the rest — including politics, social action and student demonstrations — is usually seen as "role-playing."

By this rough typology, I mean to suggest that popular stereotypes which present a unified portrait of student dissent are gravely oversimplified. Admittedly, there are many students who fall between these two types, and some of them alternate between passionate search for intensified subjectivity and equally passionate efforts to remedy social and political injustices. Nonetheless, to understand student dissent we must first distinguish between the varieties of dissent apparent on American campuses.

The Sources of Activism

What I have termed "alienated" students are by no means a new phenomenon in American life. Bohemians, "beatniks" and artistically-inclined undergraduates who rejected middle-class or "bourgeois" values have long been a part of the American student scene. What is distinctive about student dissent today is the unexpected emergence of a vocal minority of politically and socially active students.

No single factor will suffice to explain this increase. At least four kinds of factors seem involved. First, the individuals involved must be suitably predisposed by their personal backgrounds, values and motivations; they must be protest-prone. Second, the likelihood of protest is far greater in certain kinds of educational and social settings; some colleges are protest-promoting. Third, socially-directed protests require a special cultural climate. And finally, some historical situations are especially conducive to protests.

The protest-prone personality. A large and still-growing number of studies presents a remarkably consistent picture of the protest-prone individual. For one, student protesters are generally outstanding students. For example, the average student

arrested in Berkeley in 1965 was in the top 8 per cent of his class. Similarly, student activists came from families with liberal political values; disproportionate numbers report that their parents hold views essentially similar to their own, and accept or support their political activities. Among the parents of protesters we find large numbers of liberal Democrats, plus an unusually large scattering of pacifists, socialists, etc. If the parents of activists are religious, they tend to be concentrated in the more liberal denominations — Reform Judaism, Unitarianism, the Society of Friends, etc. Such parents are reported to be unusually involved in the political life of their own communities via PTA's, school boards, local party organizations, and so on.

As might be expected of a group of politically liberal and academically talented students, disproportionate numbers are drawn from highly educated professional and intellectual families of upper middle-class status. In brief, activists are not drawn from disadvantaged, status-anxious, underprivileged or uneducated groups; on the contrary, they are selectively recruited from among those young Americans who have had the most socially fortunate upbringings.

The basic values of the activist are academic, idealistic, and non-vocational. Such students are rarely found among engineers, future teachers at teachers' colleges, or at schools of business administration. Their over-all educational goals are those of a liberal education for its own sake rather than specifically technical or vocational preparation. Rejecting careerist and familistic goals, activists espouse humanitarian, expressive and self-actualizing values. Perhaps because of these values, they delay career choice longer than their classmates. Their fields of academic specialization are non-vocational — the social sciences and the humanities. Once in college, they not only do well academically, but tend to persist in their academic commitments, dropping out *less* frequently than most of their classmates. As might be expected, disproportionate numbers receive a B.A. within four years and continue on to graduate school, preparing themselves for academic careers. Many will be tomorrow's younger faculty members.

Survey data also suggest that the activist is not distinctly dissatisfied with his college education. Activists generally attend colleges which provide the best, rather than the worst, undergraduate education available today. And subjectively as well, surveys show most activists, like most other American undergraduates, are relatively well satisfied with their undergraduate educations. Thus, dissatisfaction with the "impersonal multiversity," however important as a rallying cry, does not appear to be a *distinctive* complaint of activists.

Most studies of activists have concentrated on variables that are relatively easy to measure: social class, academic achievements, explicit values and satisfaction with college. But it seems that, within the broad demographic group so far defined, more specific psychodynamic factors also contribute to activism. In speculating about such factors, we leave the ground of established fact and enter the terrain of speculation, for only a few studies have explored the personality dynamics and family constellation of the activist.

But certain facts are clear. For one, activists are *not*, on the whole, repudiating or rebelling against explicit parental values and ideologies. On the contrary, there is some evidence that such students are living out their parents' values in practice; and one study suggests that activists may be somewhat *closer* to their parents' values than non-activists. Thus, any simple concept of "generational conflict" or "rebellion against parental authority" is clearly over-simplified as applied to the motivations of most protesters.

It does seem probable, however, that many activists are concerned with **living out expressed but unimplemented parental values**. One study of civil rights activists and peace marchers, for example, argues that demonstrators are "acting out" the values which their parents explicitly believed, but did not have the courage or opportunity to practice or fight for. Similarly, when protesters criticize their fathers, it is usually over their fathers' failure to practice what they have preached to their children throughout their lives. Thus, in the personal background of the protester there is occasionally a suggestion that his father is less-than-"sincere" (and even at times "hypocritical") in his professions of political liberalism. And it may be that protesters receive both so much covert and overt support from their parents because the latter are secretly proud of their children's eagerness to implement ideals to which they as parents have given only lip-service. But whatever the ambivalences that bind parents with their activist children, it would be wrong to overemphasize them; what is most impressive is the solidarity of older and younger generations.

It also seems that in many activist-producing families, the mother has a very important influence on her son's development. I have already noted that as a group, activists seem to possess an unusual **capacity for nurturant identification** — that is, for empathy and sympathy with the underdog, the oppressed and the needy. Such a capacity can have many origins, but its most likely source in upper-middle class professional families is identification with an active mother whose own work embodies nurturant concern for others. One study, for example, finds that the mothers of activists are especially likely to be employed, often in professional or service roles like teaching and social work.

It also appears that the dominant ethos of activists' families is unusually equalitarian, permissive and "democratic." More specifically, these seem to be families where children talk back to their parents at the dinner table, where free dialogue and discussion of feelings are encouraged, and where "rational" solutions are sought to everyday family problems and conflicts. Activists' families also place a high premium on self-expression and intellectual independence, encouraging their children to make up their own minds and to stand firm against group pressures.

The protest-promoting institution. However we define his characteristics, one activist alone cannot make a protest: the characteristics of the college or university he attends have much to do with whether his protest-proneness will ever be mobilized into actual activism. Politically, socially and ideologically motivated demonstrations and activities are most likely to occur at certain types of colleges; they are almost unknown at a majority of campuses.

In order for an organized protest or other activities to occur, there must obviously be sufficient numbers of protest-prone students to form a group, these students must have an opportunity for interaction with one another, and there must be leaders to initiate and mount the protest. Thus, we might expect — and indeed we find — that protest is associated with institutional size, and particularly with the congregation of large numbers of protest-prone students in close proximity to one another. More important than sheer size alone, however, is the “image” of the institution. Specifically, a reputation for academic excellence and freedom, coupled with highly selective admissions policies, will tend to congregate large numbers of potentially protesting students on one campus. Thus, certain institutions do act as “magnets” for potential activists, but not so much because of their reputations for political radicalism as because they are noted for their academic excellence. Among such institutions are some of the most selective and “progressive” private liberal arts colleges, major state universities (like Michigan, California at Berkeley and Wisconsin, which have long traditions of vivid undergraduate teaching and high admissions standards) and many of the more prestigious private universities.

Once protest-prone students are on campus, they must have an opportunity to interact, to form an **activist sub-culture** with sufficient mass and potency to generate a demonstration or action program. Establishing “honors colleges” for talented and academically-motivated students is one particularly effective way of creating a “critical mass” of protest-prone students. Similarly, inadequate on-campus housing indirectly results in the development of off-campus protest-prone sub-cultures (e.g., co-op houses) in residences where student activists can develop a high degree of ideological solidarity and organizational cohesion.

But even the presence of a critical mass of protest-prone undergraduates in an activist sub-culture is not enough to make a protest without leaders and issues. And in general, the most effective protest leaders have not been undergraduates, but teaching assistants. The presence of large numbers of exploited, underpaid, disgruntled and frustrated teacher assistants (or other equivalent graduate students and younger faculty members) is almost essential for organized and persistent protest.

For one, advanced students tend to be more liberal politically and more sensitive to political issues than are most undergraduates. In addition, teaching assistants, graduate students and young faculty members tend to be in daily and prolonged contact with students, are close enough to them in age to sense their mood, and are therefore in an excellent position to lead and organize student protests, particularly at institutions which command little institutional allegiance from large numbers of highly capable graduate students.

Finally, issues are a necessity. In some cases these issues are provided by developments on the national or international scene. But in other instances, as at Berkeley in 1965, “on-campus” issues are the focus of protest. And in still other cases, off-campus and on-campus issues are fused, as in recent protests on college cooperation with draft board policies considered unjust by demonstrating students.

In providing such on-campus issues, the attitude of the university administrators is central. Honest handling of student complaints, the maintenance of open channels of communication between students, faculty members, and administrators, and administrative willingness to resist public and political pressures in order to protect the rights of students — all minimize the likelihood of organized protest. Conversely, a university administration that shows itself unduly sensitive to political, legislative or public pressures, that treats students arrogantly, ineptly, condescendingly, hypocritically, or above all dishonestly, is asking for trouble.

Furthermore, protests generally tend to occur at the best, rather than the worst colleges, judged by their reputations in providing high-quality undergraduate instruction. Thus, despite the popularity of student slogans dealing with the impersonality and irrelevance of the multiversity, the absolute level of educational opportunities seems, if anything, positively related to the occurrence of protest: the better the institution, the more likely demonstrations are.

What probably does matter, however, is the relative deprivation of student expectations. A college that recruits large numbers of academically motivated and capable students into a less-than-first-rate education program, one that over-sells entering freshmen on the virtues of the college, or one that reneges on implicit or explicit promises about the quality and freedom of education may well produce an "academic backlash" that will take the form of student protests over the quality of their education. But it is not so much the absolute level of educational opportunities as the frustration of high and unfounded educational hopes that seems the source of most protests specifically concerned with educational quality.

The protest-prompting cultural climate. Even if a critical mass of interacting protest-prone students comes together in an institution that provides leadership and issues, student protests are by no means inevitable, as the "silence" of American students during the 1950's suggests. For protests to occur, other more broadly cultural factors, attitudes and values must be present: above all, protest activities must be seen as meaningful or useful acts. During the 1950's, for example, one much-discussed factor that may have militated against student activism was the conviction on the part of many politically-conscious students that participation in political and social causes would merely show their naivete', gullibility and political innocence without furthering any worthy cause. The prevailing climate was such that protest was rarely seen as an act of any meaning or usefulness.

Today, in contrast, student protesters are not only criticized and excoriated by a large segment of the general public, but — more crucial — actively defended, encouraged, lionized, praised, publicized, photographed, interviewed, and studied by a portion of the academic community. Since the primary reference group of most activists is not the general public, but rather that liberal segment of the academic world most sympathetic to protest, academic support has a disproportionate impact on protest-prone students' perception of their own activities. The active participation of liberal faculty members in protests, teaching, peace marches, etc., acts as a further

incentive to students. Thus, in a minority of American colleges, sub-cultures have arisen where protest is felt to be both an important existential act — a dignified way of “standing up to be counted” — and sometimes as an effective way of “bringing the machine to a halt,” sometimes by disruptive acts (sit-ins, strikes, etc.), more often by calling public attention to injustice.

Furthermore, the broad cultural climate affects students indirectly, by influencing the values of their parents. Many of today’s activists are children of the “radicals of the 1930’s,” today’s ministers, bohemians, intellectuals, social workers, artists, college professors, and other “deviant” types.

But in general, the explanation of parental “deviance” does not seem fully convincing. To be sure, the backgrounds of activists are “atypical” in a statistical sense, and thus might be termed empirically “deviant.” And admittedly, the parents of activists seem distinguished by their emphasis on humanitarian and intellectual values, as by their lack of stress on rigid moralism. But it is not obvious that such parental values can be termed “deviant” in any but a statistical sense. “Concern with the plight of others,” “desire to realize intellectual capacities,” and “lack of concern about the importance of strictly controlling personal impulses” — all these values might be thought of as increasingly normative, rather than deviant in upper middle-class suburban American society in 1967. Nor can the socio-economic facts of affluence, freedom from status anxiety, high educational levels, permissiveness with children, training for independence, etc. be considered normatively deviant in middle-class America.

Another explanation seems equally plausible, namely that their activism is closely related to psychological, social and cultural conditions that promote high levels of psychological flexibility, complexity and integration. Many of the personal characteristics of activists — empathy, superior intellectual attainments, capacity for group involvement, strong humanitarian values, emphasis on self-realization, concern with injustice, and capacity for identification with others — are consistent with the hypothesis that, as a group, they may be unusually “healthy” psychologically. Similarly, the personal antecedents of activists — economic security, committed parents, humanitarian, liberal and permissive home environment, good education, etc. — are those that would seem to promote unusually high levels of psychological functioning.

... and Deans

I realize that many of you may object to my characterization of dissenters, and particularly of political activists. Many deans have had immediate personal experience with student protesters who are something less than the academic, rational, well-adjusted, and sane group which social science research generally portrays them to be. A few of the dissenters who come into contact with deans fall squarely between the two types I have distinguished — that is, these are students who are at once hippies and at the same time political activists. Further, in their dealings with deans, political activists of all kinds tend to show themselves at their worst — they identify the dean with the “power structure,” and their cries of outrage and protest are often

directed at an administrator who in his heart of hearts really sympathizes with the causes the students are advocating.

How can we explain the difficulties that frequently arise between deans and dissenters?

For one, I suspect that there is much selective misperception going on on both sides of the dean-dissenter battleground. To start with dissenters, they tend to perceive deans as representatives of the power structure — and thus, as evil, hypocritical, false and untrustworthy people. I am sure that many of you have had the experience of talking with the same activist student in two capacities — first in an official capacity, where distrust, fear of betrayal, accusation and counter-accusation dominate the discussion, but later, in a more personal and face-to-face situation, where the same student suddenly is a trusting, candid, open and generally agreeable person, and you were too. Furthermore, deans tend to have the greatest amount of contact with dissenters at moments of revolutionary fervor on campus. That is, all too often the dean first meets the dissenter when the latter is delivering an ultimatum to the administration with 300 howling colleagues waiting at the doors of the Administration Building. This is hardly the moment for accurate appraisals and calm discussions. The lesson, perhaps, is that discourse, conversation, communication and dialogue should begin well before dispute; if it is not initiated before, the chances of gross misperception on both sides are greatly increased.

Second, I think there may sometimes be a certain selective misperception on the part of deans, as well as dissenters. The dean is, after all, a man who has usually foregone other more lucrative opportunities in order to devote himself to the underpaid, overworked and generally thankless job of safeguarding the welfare of several thousand undergraduates. In all these ways, then, it is particularly offensive, annoying and indeed infuriating for a group of students to imply to a college dean that (a) he is not concerned with their welfare, and (b) he is ignorant of their wishes, and (c) he is a fink of the trustees, legislature, etc. At such moments I suspect that at least a few deans are apt to “blow their cool” — to become irritated, to recall bitterly the many times they have “gone to bat” for students, to be reminded of their own relatively meager standard of living, and yes, let us admit it, to think of the students as ungrateful and impudent brats. Thus, at the height of confrontation, I think deans are all too likely to respond with angry and hurt indignation, rather than with an effort to understand or cope rationally with protests by students that may have more than a small component of justification.

I am not here to try to give advice to a group of men and women who have far more experience than I in all of the complexities of dealing with students. But I think there may be lessons to be learned from the research I have summarized. Perhaps the main lesson is that dissenting students need to be heard — that is, they need to be listened to attentively, they need to be treated as individuals, no matter how much they may act as members of the group, they need to be respected as one would respect any other human being. These are, in general, students who have

grown accustomed in their own families to being listened to. They demand — and I think have the right to demand — the same from their administrators.

Second, although we may believe that at times their principles are misguided, student activists are almost always acting on principle. They are most distrustful of opportunism, hypocrisy, manipulation — in short they demand principles from those with whom they deal. They have grown up in families where principled explanations, rather than threats, have been the main agencies of discipline; thus it is a mistake to respond with threats, coercion, simple anger, indignation and a feeling of betrayal.

To combat a principle, it takes another principle. If the dissenter realizes that his dean is indeed a man of principle, that he acts from a thought-out and reasoned position, rather than from whim, opportunism or desire to please the board of trustees, then at least the student is likely to respect the dean, and conversation can proceed. It is crucial for student personnel administrators to make very clear to their student bodies the principles from which they are operating, to be direct, articulate and explicit about the underlying intellectual, moral, philosophical or political positions from which they act.

I am not one of those who believes that all human problems and difficulties can be resolved if everyone is honest. But nonetheless openness, candor, and honesty seem to me essential in dealing with student dissenters — and for that matter with students in general. The current student generation places great stress on such values as genuineness, spontaneity, directness, honesty and lack of hypocrisy. These values, I think, are indeed important and worthy ones. I think that we, as faculty members or administrators, are often too afraid to be open, candid, and ingenuous with our students. At times, if one feels genuinely perplexed, I think it is quite possible and desirable to admit this to one's students.

If deans are caught in cross pressures, perhaps partly sympathizing with students yet feeling also responsible to other groups and constituencies, I think it is usually possible to explain these pressures honestly and openly to students — and without being disloyal to one's institutional ties.

It would be a mistake to justify honesty merely because it brings good results; it is a good in itself. But in addition, it does bring good results. In the end, it makes communication and respect possible. And although I doubt that deans and dissenters will ever agree on everything, I equally believe that most dissenters are young men and women who have an urgent desire to find adults whom they can trust, respect, and even like at the very moment that they disagree with them. Indeed, at least some of today's dissenters will become tomorrow's deans.

Seminar Series III

Wednesday, April 12, 1967, 2:00 p.m.

Seminar 15

THE CLIMATE OF LEARNING: THE OPEN DOOR COLLEGE: NEED IT BE A REVOLVING DOOR

Howard Connors, Dean of Men, University of South Dakota, presiding.

JOSEPH P. COSAND (President, Junior College District of St. Louis): It is my pleasure to be here today and talk about a problem which I think is a grave one, and I believe it is going to become graver rather than simpler.

I would like to read to you the comments of one of our sophomore students named Bernard Darington. These comments were written about a year ago. They appeared in the *St. Louis Dispatch*, the *Christian Science Monitor*, and other papers:

"To most of us of college age, success is spelled with a dollar sign and beckons from high atop a lovely mountain called higher education. So we enroll in college, shoulder a load of books, and begin the long, arduous climb to the peak. But what of those who don't have the ability? Some of us discover that we just haven't got what it takes to complete college. Where then do we go from here?"

"In the first place, most of us in the latter category were aware when we enrolled that the odds were against our making it through college. Our troubles with grades in high school should have been a fairly clear hint that college classes might be over our heads. Possibly we hoped that the standards might be low enough that we might sneak through to an associate degree; but now we have learned that the standards are not low, and if they were, a certificate or degree from this school would be of no value to us anyway. Some of us are attempting college against our better judgments, only because of personal pressures. Parents have rather bad eyesight when viewing the abilities of their children; but their dreams can't pass our exams for us, so what can we do?"

"How many college professors have the skill needed to reshape and repaint a car fender which has been mangled by a wife in a parking lot? How many surgeons can clear a clogged pipe of the toy which their children have flushed down the toilet? How many engineers can machine the parts and bend the metal needed to build an aircraft or automobile? Very few. There are thousands of these occupations that do not require the mentality of an Einstein to perform efficiently; but even these jobs require some degree of training and education.

"The technology programs that have been initiated by the District are one possible answer. Though many of the courses in these programs are of college level, the overall curricula are less rigorous and are designed to develop practical technicians rather than theoretical engineers.

"Now let's look again at this thing called success. Need it really be spelled with a dollar sign and be hidden behind a barred door for which the only key is a college diploma? Not for everyone. A more realistic and mature definition of a successful person than we normally think of might be one who accepts, develops, and uses to the maximum of his abilities and talents, be they large or small, thereby achieving personal satisfaction and serenity that assures reasonable and enviable happiness for himself and his family.

"The choice is ours. We can adopt a 'poor little me' attitude and sit in a corner and brood about this cruelty of fate, or we can dive into a training course in a field which appears interesting to us. No one can make geniuses of us, but on the other hand, no one can make fools of us either. Only we can do that to ourselves."

When I picked that up and read it again after having read it more than a year ago, I felt that he said a great deal that we as educators could view with considerable thought. The sanctity of the bachelor's degree in the minds of far too many teachers, counselors, administrators, and board members seems to be of more importance than the education of students. In state after state where I have had the opportunity to talk with representatives from established or proposed two year community colleges, the same limited attitudes and verbalized fears have been expressed. I am confident that these beliefs are due primarily to ignorance and almost abysmal ignorance of what a comprehensive community college can accomplish within the region it serves.

Recently, I was serving as a consultant with five other consultants to a newly elected board of trustees charged with the responsibility of establishing the first public higher education institution in an area of almost one million people. Comments such as these were stated with sincerity by the members of this board, and by some of the consultants.

1. The division of the educational program into segments, one academic, the other technical.
2. Admitting only students in the upper 50 per cent of the high school graduating class into the academic program, and assignment of the others to the vocational and technical program.
3. The sanctity of the bachelor's degree must be protected at all costs.
4. A heterogeneous grouping of students in one environment is not possible and will lower standards and should not be permitted.
5. Remedial education is not the function of the college.

When the speakers were queried, it became most apparent that they were completely unaware of what is being done in comprehensive community colleges across this country and of the tremendous changes in the philosophy of the states and of individual institutions with respect to their responsibilities to the youth and adults of the communities.

Newly elected board members can be excused for this ignorance. Educators cannot. The philosophy of the two year institution of post-high school or higher education is not new. It is more than 60 years old. The real growth of this institution began some 20 years ago, after the war, and is now expanding in floodgate stages throughout the United States. More than 50 such institutions were established this last year, and almost 200 are in the planning and development stages for the coming three years. This growth is somewhat parallel to the development of secondary education many years ago — only faster, because of the educational urgencies facing our rapidly changing society. To cope with this problem, we must have in secondary and higher education knowledgeable and visionary people who are aware of the problems and of the urgency for pragmatic solutions.

Not all of the 800 two year colleges in the United States are open door community colleges, since many are private, some are selective, and some are technical institutes.

If the open door philosophy is limited to admission only, then the open door will probably become a revolving door. Many so-called open door community colleges offer only academic transfer programs, and thus are similar to those four year colleges which also have open door policies. These institutions are not serving the community as a whole, but only a segment of the community. The dropout rate in such institutions is a disgrace if the standards are high (and they should be high) for the enrolled student has only one choice: academic transfer toward a bachelor's degree.

I am convinced that our society cannot condone this waste of human resources. We have a moral responsibility to educate optimally, not just for status purposes, to satisfy the parent, counselor, teacher, administrator, or board member.

The answer to the topic question, "The Open Door College: Need It Be a Revolving Door?" is a definite "No." The answer requires, however, an institution where the board, administrators, teachers, and counselors are committed to the philosophy of the comprehensive community college and will act accordingly. The educational program must be broad in scope, encompassing five major areas of emphasis: academic transfer, vocational-technical, remedial or developmental, continuing educational opportunities, and counseling services. This breadth and depth of educational offerings, combined with the understanding of students' needs and abilities or deficiencies, will retain the open door but eliminate the impersonality of the revolving door.

Student Personnel Services the Key

The personnel involved must be understanding, knowledgeable, and dedicated, and must be supported strongly by the board and total professional staff. To indicate our belief in St. Louis in these services, we allocate from 11 to 13 per cent of our total operational budget to student personnel services. Even if the educational program is comprehensive, without adequate information about the students, good counseling, up-to-date follow-up studies, and personal placement services, students will be unable, in far too many instances, to achieve any degree of success, and hence will move out through the revolving door, discouraged and disheartened — just another dropout who really didn't have much of a chance.

What are you, as student personnel administrators, doing about these almost overwhelming problems which are yours as well as my responsibilities?

What is your attitude about the technical-vocational and remedial program as compared to the academic transfer program? Do all such programs have their own status, and therefore instill such status in the minds of their students?

Will you counsel with a student honestly as to his interests and abilities, or through academic bias falsely encourage him into or out of a curriculum for which he might be ill-prepared or disinterested?

Will you work closely with a teaching faculty in order to help avoid the tendency toward cleavage between teachers and counselors? Will you together, cooperatively, plan and develop remedial and developmental programs where emphasis is placed on student motivation and on new methods of instruction and new course content, rather than on a mere repetition of courses and teaching methods which have proven to be ineffective throughout the young adult's previous educational program?

Will you develop placement services which are broad in scope and which will serve the graduate, the working student, and the student who should be a counsel withdrawal, who was given the opportunity for further education but who was unable to profit at that particular time in his life from such an opportunity?

Will you, with the pressures from the atypical students, be able to recognize the needs of the large group of average students which, after all, make up the greater part of our society?

All of these questions must be answered. Your attitudes and actions will determine, in great part, whether the open door college will become a great asset to our communities, to our states, and nation, or whether it will become just another revolving door where we all rationalize our lack of concern and action by stating that our college provided the student with an opportunity to fail.

It is fundamental that we educators who are spending tuition and taxpayer monies be committed to servicing the students for tomorrow's years, where these people will be con-

tributors and not parasites who, through their own inadequacies, must live off the production of the contributors.

The concept of the open door college is exciting when it is built upon the comprehensive philosophy of educational service to the youth and adults of a community. The concept is barren when the open door is in name only and is really a ruse to enroll students in numbers for ego or monetary purposes. It would be far better if such institutions, narrow in concept, were to be selective in admissions and were to cease functioning as so-called open door colleges. The objective of the college is self-development for each individual, where each person counts. This personal attention is a joint responsibility of the teacher and the counselor, strongly supported by the administration and board.

I would like to give you just a few facts about a study that Washington University is making for our Junior College District. Dr. Sobel and Dr. Hilgred interviewed scores of parents, students, junior college teachers and counselors, high school teachers and counselors, and their report will be published within the next few months. Here were some of their findings:

1. Some 85 to 95 per cent of the students planned to transfer to get an A.B.
2. Students in the two year technical programs rank higher in the college entrance tests, as a whole, than do the transfer students.
3. Students have no regard for high school counselors, not too much for junior college counselors. High school teachers and counselors are products of academia, and act as such, and know little or nothing about the opportunities in technical education. They advise attendance in the junior college as a last resort, and they think only in terms of academic transfer programs.
4. The students like the junior college because they feel they count, that there is personal attention by the teachers.
5. Parents don't really seem to know what the students are enrolled in, but do expect them to get a bachelor's degree.
6. Teachers are ambivalent. They tend to feel that the junior college is post-high school only and that they can't seemingly identify with higher education. They are discouraged with the poor preparation of students, and think not over 50 per cent of the students should be there. They realize the tremendous need for remedial education, but they are concerned about what remedial education should be.

Remedial Education

The Danforth Foundation has granted us \$7,000 to experiment in a program of remedial education which we call our general curriculum. We have operated that for the past year, and they are so encouraged with that they have granted us another quarter of a million dollars. The purpose of this study is to develop new methods of instruction, new course content, with the main emphasis on motivation. When this program was started, the feeling was the students who would enroll in this general curriculum, or who would be counseled into it, would be all Negroes. This did not happen at all, because the first 400 students that we worked with were just exactly divided 50-50.

You heard me mention earlier the need for cooperation between counselors and teachers. We are attempting with a team of 10 people, all voluntary, counselors and teachers to see if something couldn't be developed which would salvage people whose test scores and high school grades showed them not to be able to succeed, in a technical program, or in an academic program. The results so far have been very fine, but we have thrown out the idea of teaching remedial education classes the same as you might have done throughout all of high school and junior high, where it would be a rehash of a rehash. We have used entirely different methods, different courses, and again are striving in the field of motivation.

So in answer to the topic, Mr. Chairman, "Need the open door college be a revolving door?" the answer is no. Is it a revolving door? I am afraid I have to say, in too many cases, it is.

EDGAR L. HARDEN (President, Northern Michigan University): I would very much like to have in attendance at this meeting, some presidents and faculty members, because I think they need a little help. I can say this now, being a president. The administrator, not always because he wants to, but because he has to, is interested in the supply and demand of students. Legislators pay off on so many head-count. Administrators are conscious of residence halls that may go unfilled, and bonds have to be met.

One of the reasons I am concerned about this is that our admissions policies leave much to be desired. I have said for a number of years, and I reiterate it here, that in my judgment we need a pure food and drug act in the whole program of admissions because I have seen them change from 3.0 when the supply of students is great, to 2.5, to 2.0 within the same institution within a period of time. This has not happened in ours because we have what I think to be a very consistent and a very honest admissions policy; and it grieves me a little bit to see that numbers do make a difference, and we'd just as well live with this.

I would like to have the faculty here too, because as was indicated by our speaker, they have a very low estimate of personnel workers generally. Because of the tremendous numbers of new faculty that we need we are having bright and often brash young men and women come into the institutions of higher learning, without any real feeling for education in the broad sense of the word. Many think of excellence as being quantitative rather than qualitative, and only within their own narrow sphere of influence.

These young people spend a good deal of time with academic rights. Academic freedom has, on some campuses, become academic license, and I think the student is in the middle. They are concerned about tenure, and tenure now means that once we get it we continue to make institutional policy — salaries, and fringe benefits, all of which are important.

One of the reasons that the open door has become the revolving door, in my judgment, is because we have failed to integrate these new people into our systems of higher education. And I find them being much less concerned with individuals, and much more concerned with content, research, and consultation than has been true in the past.

We say we are going to have high standards and a quality program, and hopefully these things are not incompatible; but the problem resolves itself into this: Who is going to go? Any study that you have seen would indicate that we do not have enough people in the upper 10 per cent to fill even the colleges along the East Coast, let alone the rest of the United States, so we cannot all get the upper 10 percenters. We cannot all get the upper quarter. I have been interested in the debate that has been going on for a long time within the education fraternity, of who is going to go to college. Society is going to determine who is going to college, and that has been the history of American education all along the way.

In the United States, it is perfectly clear that we are going to educate the many rather than the few. And it is perfectly clear that education in America is going to become more inclusive rather than less inclusive, and we had better begin making some plans to take care of the people who are going to be there. We are estimating now 11 million at the higher education level by 1980, which means that about 60 per cent of the 18 to 21 year olds are going to be in some institution of higher learning. That is against 53 per cent today. And it is really a long way from what they have done in California, which is 81 per cent today. So we are moving in this direction.

Social pressures from parents and students are going to continue, and eventually, existing institutions are either going to reopen their doors or new institutions are going to come into being. Federal legislation is making its impact, and the higher education act of 1965 states

pretty specifically that we are going to continue this intensive democratization of higher education.

Social pressure over the years, has made it possible for American higher education and American education generally, to respond to the needs of the people. In the 1860's and '70's first, we legislated public high schools. That was the beginning of the land grant college movement. In 1862 Abraham Lincoln signed the Land Grant College Act, the Morrill Act, which said that these new institutions should do whatever they could to promote the liberal and the practical education of the industrial classes in the several pursuits and professions of life. And this perhaps is the most important single piece of legislation that occurred in this country up to the present time. We reached primary education as a universal thing during the first 20 years of this century. During the threadbare 30's we certainly made a great advance toward making secondary education available to people at all levels. The G.I. Bill of Rights opened the floodgates again in the 40's and further democratized education.

Now in the 1960's we are moving toward universal higher education, and I believe the movement is irrevocable, inevitable and desirable. I think the kind of education that we provide is the key. As Jefferson said many years ago, "If a nation expects to remain ignorant and free, it expects what never was and never will be." And certainly, the times in which we live will demand the highest level of educated intelligence that we can get.

Now, there are a couple of assumptions that I think personnel and guidance workers ought to have in mind. First, the present state of our educational system, particularly the advanced study and research that we have done, is responsible for our world position and our great wealth. Second, we can continue the growth and maintain our present high educational accomplishments, and at the same time further democratize education for all of our people. As one person said, to put it simply, we think we can grow intellectually and socially at the same time; and I believe this is true.

These are not new ideas in the history of American education, by any means. The right to try an education is deeply rooted in the American tradition. I think perhaps one of the most outstanding university presidents of all time was the late Lotus D. Kaufman, of the University of Minnesota, whose philosophy remains pretty much bedrock today. He said to guidance workers many years ago: "The democratic method of guidance recognizes the right to try, knowing full well that industry sometimes succeeds even when high intelligence is lacking." And if in this study that Dr. Cosand mentioned about motivation we can find what it is that ignites the spark, your job is going to be very much easier and so will that of everyone else connected with education.

Continuing with Dr. Kaufman: "If higher education is to be only for the select, then it becomes alien to the spirit which gave birth to public education and the state universities. Let the state universities set themselves up as class institutions and the support which they have hitherto received will quickly vanish, and out of the soil which gave them birth other institutions will continue to take their place."

State supported institutions are doing many of the jobs that the land grant college no longer is doing. And I suspect that before too long, if we fail to meet our requirements, the community college, which is closest to the people and can assess needs at the grass roots, will supply many of these things that have been mentioned as being desirable for these young people in the areas in which they live.

Frank Bowles, from the Ford Foundation says, "It is generally better for a student to go to college for the wrong reason than not to go at all." Graduation is not necessarily an end in itself. The purpose of education is to cause people to continue to study and be alive as long as they live. And if we ever get to the point that we have put *finis* on something, I think we are done.

I am interested too, in the studies that have been made at the University of Illinois, and other places, of people who drop out for any one of a great many different reasons, but come back eight, 10, 15 years later and earn their degree. There is no one who can tell me this is not a responsible thing, or that that person is a failure because he is a dropout. The ones that I am concerned about basically are not the dropouts — they are the pushouts. They are the ones that we don't give a chance because we haven't adjusted curriculum, we have not provided personnel services, we have not provided a climate in which they can live.

John Stonacker, of the Merit Scholarship Foundation, observed: "The tests of scholastic aptitude and educational development are adequate for the tasks they undertake; but another element is needed." He called for ways to measure such qualities and characteristics as these: independence of thought, ambition, work habits, originality, energy level, integrity, social conscience, leadership, and the ability to work with others. There are not very many tests that will reveal these things to us.

I go back, as I often do, to the Rockefeller Report on pursuit of excellence. Excellence is the product of ability, motivation, and character. And the more one observes high performance in the heat and dust of daily living, the more one is impressed with the latter two ingredients. I think we have a clue here as to what we can do to stop the door from revolving as fast as it does on some people.

Earl McGrath has come up with some interesting research studies that ought to have relevance for us. He cited a study by the American Testing Service at the University of Iowa, which showed no correlation between grades and achievement in later life.

Let me quote Lotus Kaufman again. He says, "The state universities hold that there is no intellectual service too undignified for them to perform. They maintain that every time they lift the intellectual level of any class or group they enhance the intellectual opportunities of every class or group. They maintain that everytime they teach any group or class the importance of relying on tested information as the basis for action, they advance the cause of science. They maintain that everytime they teach any group in society to live better, to read more, and to read more discriminatively, to do any of the things which stimulate intellectual or esthetic interest or effort, they thereby enlarge the group's outlook to life, make the members more cosmopolitan in their points of view, and improve their standard of living. Such services as these the state universities would not shrink from performing. Indeed, they would seek to perform."

The open door is here to stay in some form or another. The revolving door is contingent upon how well we can learn from the lessons of history to improve the quality as well as the quantity of education, and to adjust it to the individuals we are trying to serve. I believe that it is long since time when we got rid of the notion that we have to have this tremendous escalation of standards one year and then the retardation of those standards another. There is a need for a pure food and drug act within the admissions policies of most colleges and universities; and then to put in the catalog what we really say we are going to do, and to get about the job of getting on with the work.

The open door is, in some instances, a revolving door. It need not be revolved to the detriment of the young men and women who come if we recognize our responsibilities, first as educators, and secondly as people who are trying to achieve a status of aping some other institution now on the scene that we think we would like to ape because it is awfully hard to do it that way.

ROBERT W. PITCHER (Vice President, Baldwin-Wallace College, Director, Educational Development Center): I think we have been rather self-complacent as a group in our somewhat superficial approach to the whole matter of fulfillment, lack of fulfillment, of potential of students. I think we have canned approaches, both in the analysis, in the explanation of what we do, and in the sort of excitement, so-called, of having a good program. And

it may be necessary for us to take a real look at the question and perhaps go at it a little bit differently.

One thing that concerned me as a Dean of Students was the general extent of the problem of the student who is adequately endowed in terms of potential, but who is unable, for one reason or another, to succeed in a college situation. And in a college that practiced some selective admissions, we thought that perhaps as many as 95 per cent of the individuals who flunked out did so not because they lacked potential, but for some other reason.

In talking with the Ohio group of registrars, I discovered that somewhere around 15,000 students flunk out of Ohio colleges annually. When you begin to ask, "Is it a revolving door?" I think you would have to say, "Yes it is, for 15,000 Ohio students. And certainly, yes, for approximately 400,000 college students in the United States each year.

I suspect that this whole matter of academic dismissals is one of the best kept secrets of higher education. Not necessarily that we have been attempting to conceal it, but we always like to talk about winners rather than losers. It is rather startling to realize that more students flunk out of college each year at the present time than four times the total undergraduate college population in 1900.

This enormous casualty rate needs critical and analytical attention. I do not think that we have discovered the form in which the solution will ultimately take place in American higher education.

I have been in faculty meetings when inadequate performance, say, in writing has resulted in the establishment of a remedial course in writing. The interesting part about this is that the individual is probably someone who has already had 12 years of writing, so the thing we do to solve the problem is to give him a 13th year; and as you might expect, it usually does not solve the problem. The one most typically used by student personnel workers would be characterized as trial and error. "Stay out a year," or "Stay out a quarter," or "Go into service." Any of these may be all right, and they may contribute to the solution, but the predictability of that working in a given case, is what I am concerned about.

We are all in the whole matter of trial and error rather than professionally analyzing and tackling the problem. There is no doubt that more and more families have become convinced that the only way they can adequately prepare their children for life in America is to give them a higher education. A tremendous emotional disturbance occurs in these families when they have worked to put aside adequate money to pay for the individual's education, and then have him flunk out within a quarter, or within less than a year. I think this problem is much more intense than we care to recognize.

Secondly, we have only begun to feel the impact of the problem. The emphasis upon quality education, sparked by Sputnik, has caused sharp increases in academic standards. Trends toward quality and a broader based enrollment conflict.

Two things are happening or are likely to happen in even greater frequency. First, the well established colleges are, in general, ignoring the problems produced by turning down more applicants and dismissing more students. And secondly, many of the new colleges are in grave danger of becoming academic dumping grounds for the casualties of well established colleges.

The third trend that seems to me to put this problem of dismissals into a different light, is the shortage of qualified faculty members. Good faculty members want to teach good students. They have much more affinity for the winners than for the mediocre or the average. And due to the institution's need to retain a strong faculty, the attitude of the faculty will continue to affect the admissions standards and to increase, as a result, academic failures.

There does not appear to be any solution to the overall problem, except to find a way

by which increased numbers of students, with average academic potential, can be equipped to survive in higher education. The present approaches to the problem of academic survival are inadequate to realistically deal with the national problem. Many fine programs have developed during the past two decades, and what I have to say does not, in any way, take away from the contributions made.

However, there is no clear direction toward the solution of the existing national problem. The statement can be supported best by insisting upon the use of cold, objective facts. Does the student survive in college, or doesn't he?

As a dean trying to help students who had flunked out, I was confronted with the general problem that most of what I had to recommend was basically a trial and error recommendation. This worked for a percentage, and I remember them. I have a great deal of difficulty remembering those for whom it did not work.

But it seemed we ought to come up with some type of solutions. We established the Educational Development Center, a non-profit educational institution which has been attempting to see what can be done about this problem of unrealized learning potential. We used one type of feed-back, and it is brutal. When a student finishes the program, what happens to him when he goes back to college? The present approaches available to us as institutions are not as successful as they ought to be, nor will they be able to resolve the national problem which is developing. There are at least three preliminary steps to be taken to make progress in solving this problem. The first is to appraise realistically current trends. We are moving toward universal higher education. I do not believe in it, but it is happening, and regardless of whether I like it or believe in it, it is coming. The faculty member is having a greater voice in the role of the institution. He, in many instances, is voting to cut out remedial programs and voting to dismiss large numbers of students.

Secondly, the approach to the diagnosis of educational problems must become much more professional than at present. I do not know how to say this except to say it, and that is, I have never seen as much superficial, non-professional diagnosis as is practiced in our midst.

Lack of performance is a symptom. Lack of motivation is a symptom, and diagnosis from a professional standpoint must get beneath the symptom level.

It seems to me that much of the research, and some which is under way at the present time, must be utilized in a more adequate way. It should affect our thinking and design of our programs. It should affect the way we deal with individuals.

Thirdly, there is a necessity to custom design or individualize the program of rehabilitation for a given case of academic failure. For example, the student crippled by a passive-aggressive reaction to his family, who flunks out because of underlying hostility or aggression, has to be handled considerably differently from his roommate who may have had certain basic underdeveloped language skills. The highly talented student who is emotionally dependent, and unable to make sound decisions may not require the remedial reading program which is a basic essential in the rehabilitation of another student.

Is college admissions a revolving door? For a large number of students it is. What concerns me is that the numbers are increasing greatly. The rate? I am not quite sure, but I have a feeling that it will increase at a much higher rate, because as we broaden the base of admissions, and as we accept increasing numbers of individuals who have not quite as solid a background, there is every chance that the number flunking out will increase at a much higher rate. We have a serious problem, and it is an opportunity to come up with some solutions not yet in focus.

... A question and answer period followed ...

Seminar 16

IMPLICATIONS FOR LEARNING CLIMATE AND STUDENT PERSONNEL
ADMINISTRATION OF THE AMERICAN COUNCIL ON
EDUCATION LONG-RANGE STUDENT DEVELOPMENT STUDIES

Dr. William J. Lanier, Dean of Students, Guilford College, presiding.

CHAIRMAN LANIER: Our topic covers the longitudinal studies which A.C.E. has been conducting since 1961.

During 1961, some of you, including many colleges and universities, were asked to participate in a study of college environment conducted by the Research Office of the American Council on Education. In 1965, a pilot study was made of freshmen, and then in 1966 — I believe 307 is the correct number — institutions participated in another survey of entering freshmen.

Subsequent studies are planned to evaluate changes in students' attitudes, behavior, educational and career plans. Such information, could be very important for institutional planning and of special interest and benefit to those of us engaged in student personnel work.

DR. ALEXANDER W. ASTIN, (Director of Research, American Council on Education): The major objectives of this program are to assess the impact of different college environments on the students' development and to provide a source of current, readily available, descriptive information about the population of college students. It is our hope that the results will have immediate applications in college admissions, guidance, and student personnel work.

The initial goal of the research program is to create and maintain a comprehensive file of longitudinal student data from a representative sample of junior colleges, four-year colleges, and universities. In addition to student data, the files will contain comprehensive data concerning college environments, staff, administrative policies, and so forth. This file will be used in a continuing program of longitudinal research and, hopefully, will also serve as a basis for cooperation and coordination of activities among other research organizations and individuals.

The general design of the program illustrates three necessary categories of information about higher educational institutions. We call them inputs, outputs, and environments.

Outputs are the operational manifestations of educational objectives, skills, attitudes, and behaviors of students that the higher educational enterprise either influences or tries to influence.

Inputs, represent the talents, skills, aspirations, and other potentials for growth and learning the student brings with him, the raw materials with which the institution has to deal.

The college **environment** includes those aspects capable of affecting the development of the student, administrative policies and practices, curriculum, student personnel services, physical plant and facilities, teaching practices, peer associations, and other characteristics. The measurement of college environment is still in a relatively primitive state, both conceptually and methodologically. One major goal of our program is to improve these techniques for measuring differences in college environments.

In this research, the college environment has been viewed as simply a set of potential stimuli, any observable event or characteristic of the college that is capable of changing the sensory input to the student. Environmental stimulus data were collected by means of an instrument called the Inventory of College Activities, or the ICA.

In constructing the ICA, we were able to identify approximately 250 environmental stimulus items. We broke these stimuli down into four broad categories: peer environment, classroom environment, administrative environment, and physical environment. We also included about 100 items concerning the college image.

The ICA was administered to about 30,000 students at 246 colleges, an average of about 125 students per college. These had completed their freshman year, so presumably they were in a position to make some relatively objective observations about these stimuli.

Mean scores were computed separately for each stimulus at each of the 246 colleges. It is difficult to document adequately the great variation among institutions that we observed in these means. Several examples illustrate the diversity:

The per cent of students who reported that they watched television one or more hours a week during their freshman year varied from a low of about three per cent at one college to a high of over 90 per cent at several colleges.

The per cent of students who reported that they became intoxicated one or more times during their freshman year varied all the way from zero per cent at several institutions to over 70 per cent at a couple of institutions.

Our point is that these stimuli can affect students. If your roommate is a drunkard, this is quite a different environment than if he is not. We were trying to inventory the frequency with which various things happened across campuses.

The next step was to reduce these measures of central tendency on each college to a smaller number of environmental dimensions. We perfected a series of factor analyses in which the institutions were used as the units of sampling.

The peer environment produced the largest number of factors — 13, largely because of the large number of items concerning student behaviors that were included in the inventories. The peer environment represents perhaps the most potent potential source of influence for the student, simply because he spends more time with his peers than with any other person at the institution.

One rather interesting finding in the peer environment: we found two distinct and relatively independent dating patterns: arranged dating and informal dating. Informal dating was relatively infrequent at non-coeducational institutions, and was not as infrequent at women's colleges as at men's colleges.

Another interesting finding: Colleges with the greatest amount of drinking are, with a few exceptions, the same colleges where there is the least amount of religious activity.

The four factors identified in the analyses of items concerning the administrative environment were perhaps clearest in terms of structure. These first three, the policies against drinking, sex, and aggression, had moderate, positive inter-correlations. However, policies concerning student cheating were independent of the policies concerning sex, aggression and drinking.

The only factors clearly identified in the analysis of items concerning the physical environment were bigness, and the rated friendliness of the dorm counselor or house mother. There were great differences in the extent to which these personnel were considered to be friendly.

The third category of environmental measures are concerned with the college image. These factors show only a moderate degree of overlap with the environment stimulus factors — which was a surprise. This indicates that the students' perceptions of their environments are influenced by factors other than the actual environmental stimuli which confront them. We have a lot of evidence now to suggest there is a folklore about institutions that perpetuates itself.

The principal objective in our research program is to determine how these environmental variables affect the performance of the student. It is easy to see, for example, that the student's output performance will be determined in part by his input characteristics. Or, if you are bright when you enter college, you will tend to be relatively bright when you leave, in spite of what transpired.

It is now well known that certain characteristics of the college environment are closely related to student input characteristics. Since the student input is, therefore, likely to be related both to the output and to the educational environment, it is possible for this relationship to be mediated simply by differential student input to the various environments.

In short, it seems clear that any relationship between an educational environment or an educational practice and student output is necessarily ambiguous so long as no control is exercised over differential student input. *You can't tell what kind of job the institution is doing by looking at what comes out of it. You have to look at what comes out of it relative to what went in.*

In the remaining time I should like to review briefly what has actually been done in our research program in the way of data collection.

A pilot study, involving some 42,000 entering freshmen in 61 institutions, was conducted in the fall of 1965. The full-scale study involving slightly more than a quarter of a million students entered a sample of 307 institutions this past fall. A complete tabulation of all data on its entering freshmen was returned to each participating institution before the end of 1966, the same year that they entered.

In addition to input data, the research design of the program requires followup criterion data, and data on college environments. How long we can keep our followup going depends basically on money, and how long the staff wants to stay with it.

Although the primary purpose of this survey is to collect input data for longitudinal studies, it also produces a kind of informational by-product or a fallout in the form of these national norms, which we plan to publish each fall. After a succession of such surveys, it will be possible to plot trends in characteristics of students entering different kinds of institutions.

These annual followups will produce basic data for studies on dropouts, although the more detailed criterion data on the student's development will be collected at the time of the four-year graduation followup. This followup will also make available data to compute national norms for graduating seniors and can also be used as input data for longitudinal studies of the impact of graduate and professional education. For the two-year institutions, the two-year followup at the end of the sophomore year will serve the same function as the four-year graduation followup for students who entered four-year colleges.

The *ad hoc* followup will be conducted to collect information on the college environment and also to collect information on special sub-samples of students who have been singled out for special study. One such study in progress involves all of the twins from the 1966 entering survey.

Criteria

We have attempted to portray our conceptualization of the outcomes of college in terms of a two-dimensional classification. The behavioral domain has been separated arbitrarily into cognitive and affective. Cognitive refers to intellectual skills and intellectual behaviors, and affective refers to interpersonal feelings, statuses, adjustment, mental health, and this kind of thing. When you put these two together, cognitive versus affective, or hypothetical contract versus observable behavior, you get a nice separation of the kinds of criteria we are interested in studying.

A lot of research in higher education has focused undue attention on inside the head characteristics of people rather than observable behaviors, and, after all, our interest in what goes on inside the head is motivated largely by a concern with how it affects what people do, and how they relate to others. So we are biasing our criteria a little bit in the direction of observable behaviors. We feel that behavior has been neglected at the expense of too much attention to attitudes, values, and this kind of thing.

This longitudinal study now, to our knowledge, is the largest scale longitudinal study of college students. When they entered college, we obtained data on educational plans and career choice from each student, and we repeated a lot of this information at the time of graduation. This was in the summer of '65, and that was about the same time we were starting our pilot study. But we will probably follow the '61 entering group into graduate and professional school. This is a four-year time period here, involving a mail questionnaire, in the summer following graduation, and a questionnaire administered by the institution at the time of entrance in 1961, and this will be the study that Dr. Panos will talk about.

DR. ROBERT PANOS, (Research Associate, American Council on Education): A basic concern of the Council's research program is to assess behaviors that are relevant to the goals of the educational enterprise, and to relate these observations to the environmental influences that characterize the educational intervention.

Since this area of concern involves extensive and, I am learning, very expensive longitudinal research, there have been few studies of a comprehensive and representative nature. There are a number of difficult problems in the general area which remain largely unsolved. My purpose is to present some descriptive information about the class of 1965, including background data, and subsequent performance data. We believe they are useful to place the current, vague, and highly subjective notions about the outcomes of college into an objective frame of reference.

Because the data we collected are based on student self reports, the question naturally arises as to what extent results should be regarded as reflecting merely inaccurate or deliberately distorted self description. Our starting point is the assumption that the subject is willing to be sincere and honest. Since the descriptive information presented in this paper is based largely on responses to questions of fact, rather than of opinion, it would seem reasonable to suppose that an individual might respond inaccurately to a question of fact concerning which he has little or no knowledge. Similarly, it is reasonable to suppose that an individual might willfully distort his response if a question arouses conflict or defense. However, we believe that the nature of the items reported here is not such as to invite fakeability, nor is the content threatening in a psychological sense. Thus it seems safe to assume that the results represent a reliable summary of the class of 1965.

We computed a set of individual weights to adjust for response bias, and a set of institutional weights to adjust for the disproportionate sampling from the various cells of the sampling design. A multiple stepwise regression analysis was utilized to ascertain the degree of biasing among the respondents. Predictors in this included data provided by the students when they entered college in 1961. The criterion was whether or not the student responded to our followup in 1965. The biasing variables in the sample of respondents were: level of educational aspiration, high school grade point average, level of father's education, and whether or not, oddly enough, the student had ever published an original work in high school. These variables were used to define a seven by four by two by two, four-way table into which the respondents were sorted and individual weights for each of the resulting 112 cells were computed. However, to obtain stable weights within all the cells of the tabulation, it was necessary for us to collapse the two categories, published or not, and level of aspiration.

The individual weights for the remaining 28 cells clearly show that high school grade average is monotonically related to response bias. Although father's educational level is obviously related to the probability that an individual will return a questionnaire, the relationship is not completely monotonic. Students whose fathers are high school dropouts are less likely than any other students to return a questionnaire.

Fifty-six per cent of the students in the population were men; 44 per cent were women. Slightly more than one-third of the class of 1965 were married at the time of the followup survey. Of these married students, five per cent had been married before starting college. Over 58 per cent married while in college, and 36 per cent after leaving college. Of the married subjects, 38.5 per cent had one or more children. Over 43 per cent of the women got married after leaving college, whereas less than 30 per cent of the men left college after marriage.

These data support the notion that women are more likely than are men to leave college after getting married. The data also suggest that marriage is a relatively more likely outcome of college for women than it is for men.

Who pays the bills for college expenses? How much money do college students earn from their summer jobs? As would be expected, parents are far and away the largest single source of financial aid. The next largest figure in the same category was 13 per cent from the student's own earnings. Only 78 per cent of the girls paid for any part of college from their own earnings, whereas 93.5 per cent of the boys helped pay college expenses out of their own earnings.

Slightly more than 11 per cent earned \$1,000 or more during the summer of 1962. More than twice as many reported earnings of \$1,000 or more during the summer of 1965. Over one-third of the students earned more than \$600 in the summer of 1962, and almost 44 per cent were earning that much during the summer of 1965. As would be expected again, the boys earned substantially more money than the girls.

However, the popular notion that this earning power differential is because women are discriminated against in the employment arena may have to be tempered by the fact that girls have a much easier financing of it while in college than do the boys. Thus, women have less need for remunerative employment than men. The steady increase in the earning power of the student as he matures suggests that perhaps more financial aid should be made available in the early college years when the going is rougher for the student, rather than in the later years when the student has proved himself but may have less immediate need for financial aid.

With regard to student housing, although 64 per cent of the students lived in a college dormitory during their freshman year in college, only 24.5 per cent were living in college housing during the academic year 1964-65. Somewhat surprisingly, the per cent of students living at home with their parents increases after the freshman year, but then subsequently decreases. Women are more likely to live in a college dorm throughout the college years than are men.

One cannot help but wonder about the possible division among students who live at home, in a college dorm, in a fraternity house, or in a private apartment, and the effect these differences may have on the student and on his effect on other students. Because rules and regulations regarding student housing are one part of the college environment that can easily be manipulated by most college and university officials, it would appear relevant for institutional researchers to attempt to discover the effect of various student housing arrangements on the development of the student.

Additional Data

Almost half of the class of 1965 had received some professional vocational counseling while attending college. Nineteen per cent of these students had received five or more hours of professional counseling, and over 12 per cent had received at least one hour of vocational counseling. There was no significant difference between girls and boys in the number of hours of counseling received.

Educational aspirations: In 1961, over 57 per cent of the class of 1965 said that a Bachelor's degree was the highest degree they ever hoped to obtain. In 1965, only 23 per cent of these students reported a Bachelor's degree as the highest level academic degree achieved. Seventy per cent said that they hoped to achieve a postgraduate degree, and almost 26 per cent of these hoped to go on to the Doctoral level. A similar trend was reported in the recent study conducted by Jim Davis at NORC.

Dropouts: We estimate that 65 per cent of the students in the population had completed four or more years of college at the time of the survey. This means that over one-third of the class of 1965 did not complete four academic years of college work within the four years following their matriculation.

Slightly less than 60 per cent of the students had achieved a terminal degree. Almost half the boys, but only 34 per cent of the girls held no degree at the time of the study. More than 44 per cent of the students had changed college or dropped out of college since their matriculation in 1961. Of the students who had changed institutions or dropped out for any period of time since 1961, 16 per cent reported that they were asked to leave their first college because of unsatisfactory academic work. Over 80 per cent indicated they left voluntarily, and three per cent that they were asked to leave for disciplinary reasons.

Almost two-thirds of the students who left their college of matriculation said they would have left that college even if they had more money at their disposal. Slightly more than 63 per cent of these students attended at least one other college since 1961. The fact that 80 per cent of the dropouts in the class of 1965 said that they left college voluntarily and 62 per cent of them said that more money would have had no effect on their decision to leave college suggests that although great amounts of time and effort are expended annually by counselors, students, and parents in deciding on the right college, much more needs to be learned about the complex decision process of college selection.

Reasons for leaving college: Almost one-half of the students who left their first college indicated that they were dissatisfied with the environment of the college. Over 40 per cent reported that they dropped out of college because they had changed career plans or wanted time to reconsider their interests and vocational goals. Almost 30 per cent of the girls said that marriage was a major reason for their decision to leave college, whereas only less than eight per cent of the boys reported marriage as a factor in their decision to drop out.

Items about the entering student's marital plans, his concern about college finances, and the degree of confidence about his expressed interest in career plans should be included in attrition studies to provide a frame of reference to which the later behavior of the dropout can be related.

A recently completed analysis of the personal and environmental factors associated with dropping out of college relates the student's dichotomous criterion score, dropout or non-dropout, to the pre-college input data that he originally provided in the fall of 1961. The final step in the analysis was to relate the residual criterion score, which by virtue of these operations is now statistically independent of the input, to the various environmental characteristics of the institutions attended by the students.

The correlation between sex and completing four or more years of college was not significant. Forty-four of the 120 independent variables included in the analysis showed a sig-

nificant relationship to completing four or more years of college. However, the results of the regression analysis show that only 20 out of the 120 independent variables were included in the final prediction equation.

The entering college student most likely not to complete four years of college within four years following his matriculation is one who had relatively low grades in high school, who does not plan at the time of college entrance to take graduate or professional work, who comes from a relatively low socio-economic background, and whose racial background, if it is not white, Negro, or Oriental, is either American Indian or "other". In addition, the dropout is relatively more likely than is the non-dropout to have declared business, engineering, or secretarial work as his initial career occupation. Finally, the dropout is more likely than the non-dropout to have been married when he started college.

Being a female was positively related to dropping out in the final prediction equation.

These data show that a woman is more likely to drop out of college than is a man who has a comparable high school grade average.

The effects of college environmental factors on student attrition: Twenty-one of the 36 environmental measures used in this study showed significant effects on the dependent variable after we had controlled the student input data. That is, 21 of the 36 college variables were significantly associated with the dropout criterion independently of those student characteristics that were assessed at the time of matriculation.

These data suggest that there are at least two conceptually distinct though perhaps related patterns of environment effects which increased the student's chances of dropping out of college. The first pattern is concern primarily with inter-personal relationships, a high level of student competitiveness and risk-taking behavior, a good deal of informal dating, and limited opportunities for involvement with the college through familiarity with the instructors, or other extracurricular activities that tend to bring the students and the college together.

The second pattern of environmental variables affecting attrition appears to involve influences that are administratively determined. In college environments with high rates of student attrition, we find relatively severe grading practices, a faculty that is not concerned with the individual student, and considerable freedom granted the students in the selection of courses.

Although the administrative policies concerning both student drinking and student cheating are relatively permissive, the policy concerning student aggression is relatively severe. On the basis of this pattern, one can speculate that those colleges that foster dropping out provide little or no structure for the individual student and show a relative lack of concern for his progress or conduct, except when his conduct directly affects the operations of the institution.

... A question and answer period followed ...

Seminar 17

STUDENT PERSONNEL PROGRAMS IN SMALL COLLEGES: THE CLIMATE OF LEARNING

Aubrey Forrest, Dean of Students, Centenary College of Louisiana, presiding.

CHAIRMAN FORREST: Our basic question is: What can the student personnel administrator on the campus of less than 3,000 students do to increase the learning efficiency of those students?

Some rather general answers are:

Smooth the transition from high school to college.

Gain as much information as possible as early as possible about each student.

Establish rapport as early as possible.

Maintain social order.

Provide remedial study services.

Encourage out of class student-faculty contacts and co-curricular activities to supplement and reinforce curricular offerings.

Help students through counseling to reduce unnecessary anxiety feelings about personal, social and academic problems.

Our panel will present programs designed to accomplish these general goals in small colleges.

NEW STUDENT TESTING AND ORIENTATION

JOHN W. BRECKENRIDGE (Dean of Students, Hastings College): I would like to spend my portion of time talking about freshman orientation programs, a few remarks about some background and our present program at Hastings College, some strengths and weaknesses.

Freshman orientation has been with us for as long as there have been freshmen. Colleges began such programs for a variety of reasons; usually to solve some immediate real or imagined problem. Colleges have been concerned about the attrition of college students, particularly freshmen, and especially when the institution depends upon tuition fees for a major portion of its income.

In the late 40's and early 50's much was written about the transition from one educational level to another. The whole junior high movement was based partially on the effort to ease transition from elementary to high school. For many institutions freshman orientation became an attempt to help in the transition from high school to college. A college may become concerned about the courses which freshmen are electing to take and see the orientation program as a way of solving this problem. Even those of us who are not sure of our objectives still seem to subscribe to that bit of homespun philosophy which says, "it's important to get a good start." Yet, I'm not sure we can cite much research to support our beliefs.

Recent publications on Freshman Orientation suggest at least three trends:

Too often orientation has become a very social affair, a real swinging time, "it's where the action is baby." This has led many of us to the second trend.

Whatever orientation can or should do it has to be centered about the primary concern of the college, hopefully "the search for truth." In other words it must be educationally sound and intellectually stimulating.

The third trend grows out of the second; if you are going to enter the academic arena in your orientation program, you will have to involve the faculty.

Kent Meyers of the University of Utah states in his "College Freshmen: A Faculty Responsibility," as published in *Improving College and University Teaching*, (Vol. 12, No. 1, p. 9), that there are four groups concerned about freshmen, the students who are freshmen, their parents, their former teachers, and the college faculty. He suggests that colleges ought to enlist the aid of these four groups much more than they presently do in helping new students meet the challenges of the academic world and its pressures. He would encourage the college to contact former high school teachers for an honest, frank appraisal of the freshman's strength and weaknesses as a student. These appraisals should be discussed in small groups using faculty as leaders.

The next item comes from a Harvard study, (*Review of Educational Research*, April, 1966, Page 243), which concludes that freshmen men do not find adjusting to the academic pressures so difficult; many express surprise, expecting it to be much more difficult. What they cite as most difficult is in the area of interpersonal relationships. How does one become really acquainted with other students, of both sexes, interacting with faculty at a meaningful level? Many articles suggest using upper-class students as co-leaders in such groups and involving the faculty in order that the student can interact in a non-classroom situation, that is less structured and less threatening.

Hastings College is a small church-related institution of 800 students. It has maintained its relation to the United Presbyterian Church in the United States since its founding in 1882. Concern for the transition of the senior high school student to college has been of long standing, historically expressed in traditional ways.

In 1956 the Director of Admissions began a program he termed New Student Days. This met with early success but evolved into a combination of social events. In the summer of 1962 an attempt to bring new students and parents to the college for a two day orientation met with limited success. We found considerable reluctance on the part of parents to make two trips of considerable distance to our campus.

As a consequence of these limited approaches, we spent time with student leaders and other administrative officers looking for an approach that might be more meaningful on our campus. It was felt that for any program to be successful it would have to be responsive to the "needs" of three sectors of our college community — returning and new students, parents of new students, and the college staff, both academic and administrative.

Our present program of Freshman Orientation has for its objective, "to begin the process of communication," in the following areas: new students with returning students; new students with academic faculty; new students with administrative officers; parents with all aspects of the college.

To meet the first objective, *helping new students to begin the process of communication with returning students*, the President of the Student Body appoints two student co-chairmen in the spring to plan with the Dean of Students the next fall's program. These students are involved in every phase of the planning as equal partners with the Personnel Dean. Plans are made with residence hall counselors to meet new students and help them settle into their new living quarters.

A program is planned with student leaders of all phases of student government to introduce new students to the philosophy, the opportunities, and responsibilities of students for student government at Hastings College. A variety of social events, both formal and informal, are included.

To meet our second objective, *communication between new students and faculty*, students are asked during the summer to indicate three areas of academic interest: their tentative major and two additional areas. The students are divided into three rotating groups to visit their three areas. Each department had an opportunity to introduce each staff member, to present that department's program and philosophy and hold informal conversation among students and staff. Following this round of interaction, a picnic was served for more informal contact.

To meet our objectives for *communication with administrative officers* a rather formal presentation of several aspects of the college was given to the whole group by the Academic Dean and Administrative Vice President.

Finally the *program involving parents*: In the morning of the first day the Academic Dean and the Vice President made a rather formal presentation to parents while the freshmen were involved in other aspects of the program. Following this, a lengthy discussion period was held.

In the evening new students and their parents were guests of the College at a formal buffet supper. The program included presentations by faculty and students from the Music and Drama Departments. The Art Department had arranged for an exhibit of faculty and student art. The program was concluded by a formal speech by the President. All of this was an effort to help the new students and their parents gain a better understanding of those aspects which we feel make our college what it is.

The final step in our communication process was to involve freshmen and returning students in an extensive follow-up evaluation. At Hastings we ask each freshman to meet once a week in small discussion groups for the first nine weeks. One meeting was devoted to the evaluation of new student days. One person was selected to represent his group at an evaluation meeting which included those of us principally involved. Finally, a dinner meeting was held to evaluate the entire program with faculty representation, selected freshmen, and student leaders. We feel we have made an excellent start toward our goal to increase communication among the three sectors of our college community.

COUNSELING AND REMEDIAL STUDY SERVICES

JAMES P. ORWIG, (Dean of Men, Berea College): Remedial services more or less speak for themselves as the means by which we improve the climate of learning, so I am leaving them untouched. Counseling is more interesting in this area.

Within the last two weeks a nearby multi-versity initiated a new plan in its relationship with its student body in which students will be treated henceforth as adults. It was stated that the university is a "community of scholars" and that the institution would henceforth relate to its students as a "landlord, employer, and retailer of goods and services." As a student personnel man in a small liberal arts college, I found myself reacting negatively to this conception of a college climate of learning almost instinctively.

If this is the trend of the larger universities, then it remains for the smaller colleges to provide the personalized, humanized and unifying educational experience in the higher educational effort of America. The smaller university or college is uniquely suited in a number of ways to provide just such a climate of learning.

To begin with we promote the liberal arts as our educational standard and stress teaching and the role of the teacher over research and the role of the researcher. Secondly, and growing out of the liberal arts tradition, we emphasize the education of the whole man as a complete person rather than the training of the individual in some specialized competence. A third general characteristic of smaller institutions is our tendency to have some particular "institutional press" or institutional personality based on some combination of ideals and commitments which often include religious allegiances. A fourth obvious characteristic is the greater possibility for closer relationships between all members of the college community, particularly students and faculty. Two additional points which bear rather directly on the nature of personnel services are, the limited financial resources smaller institutions have for such services and a general lack of specialization in personnel people.

Yet in spite of the many advantages of the smaller college's climate of learning, counseling services in our institutions all too frequently fall short of the ideal. The counseling function is too often diffused throughout faculty and staff so that we think that sheer quantity is doing a quality job. For example, many of us are only too aware of the many failings of the faculty adviser systems on our campuses. Another problem that besets the smaller college counseling effort is that so often those responsible have their fingers too much in the

administrative pie causing many students with sensitive problems to shy away from them. In addition, limited budgets greatly inhibit our capacity to provide adequate, or in many cases any, psychiatric services. A final difficulty lies in the very lack of specialization of personnel workers. They wear too many hats and counseling is more like mortar between the blocks of the administrative work they must do.

There is all too little of the concentrated psychotherapeutic counseling typified in the activities of the counseling centers in the larger institutions. Studies of counseling services in smaller colleges by Goertzen and Strong and Arbuckle and Kauffman indicate many deficiencies in counseling services of these institutions. (Arbuckle, D. S., & Kauffman, J. F., *Student Personnel Services in Liberal Arts Colleges. Personnel and Guidance Journal*, 1959, 38, 296-299. Goertzen, Stan M., & Strong, Donald J., *Counseling Practices in the Small Colleges and Universities of the Pacific Northwest: A Twelve-Year Follow-up Study. Personnel and Guidance Journal*, 1962, 41, 254-259.) Yet, even though these deficiencies and lacks are noted and consequent aspirations to improve are stated, the actual possibility of achieving the fulfillment seems not very encouraging. In their 12 year follow-up study of counseling practices in small colleges and universities in the Northwest, Goertzen and Strong discovered that over 90 per cent of those involved in counseling continued to have other responsibilities besides counseling after the follow-up study was made. The concept of the counseling center type of counseling is difficult to come by in the smaller college. They did discover, however, significant improvements in the use of referral specialists and a general capacity of these institutions to "meet more fully the multiple problems and needs of students."

More Effective Psychiatric Services

Our experience at Berea College may be instructive to other schools of our size and condition. We have a student body of about 1500 and are located 40 miles from the nearest psychiatrist. We do have an unusually good health service in the college hospital, which is also the community hospital.

About five years ago we recognized the need to do something more specific about psychiatric service. An arrangement was worked out through the health service with a psychiatrist in one of Kentucky's state mental hospitals in which he would come to the campus one day each month for counseling with selected students and general consultation sessions with certain staff groups. One hour of each of his monthly visits was devoted to informal sessions with dormitory directors in a kind of in-service training relationship. He also met each month with the Student Personnel Committee of the college for a discussion of specific problems as well as plans for the general improvement of psychiatric services and techniques. On certain occasions he met with other key faculty and staff groups, and he also talked with interested student groups. He addressed the freshman class on some important elements of mental health in college as part of the orientation program.

We are presently hoping and planning for visits on a bi-weekly basis and eventually on a weekly basis. The total effect has been to upgrade significantly the effectiveness of the student personnel services of the college and to provide for students with serious emotional problems a source of support we were unable to give before.

Group Counseling Techniques

An example of how this might be done informally and effectively is reported by Olson at Lawrence University, (Olson, E. H. Unpublished remarks delivered at American Personnel and Guidance Association Convention, Dallas, Texas, 1967.) He worked with two different kinds of students in group counseling sessions. One group was made up of students of high ability but low motivation. He found through group counseling techniques that a number of these students significantly improved in academic effectiveness. A second group was made up

of "low visibility" students — those who were quite "out of it" so far as campus life was concerned. Many had been leaders in their high schools but had not "caught on" in the college setting. Olson found that group counseling with this type of student also yielded good results in that many of these students ultimately became involved and some rose to positions of leadership. Group techniques appear to be an excellent means of making the most out of limited counseling resources.

The Use of Students As Counselors

Within the last few years there has been increased interest in the use of student counselor resources, and it is now quite evident that there is greater counseling potential in the student body than we have realized. Zunker and Brown, for example, in a comparative study of the effectiveness of student counselors and professional counselors in dealing with academic adjustment problems of new freshmen came to the surprising conclusion that students were more effective than professionals. (Brown, William F., and Zunker, Vernon G., *Comparative Effectiveness of Student and Professional Counselors. Personnel and Guidance Journal*, 1966, 44, 738-743.)

They also noted that student counselors were better received than professionals. There was greater retention of information communicated and more effective use made of it in the long run. Siegel comes to a similar conclusion about student-to-student counseling when he writes on the basis of his own experience "that student counselors will do as effective a jobs to all intents and purposes as faculty counselors in 'the general counseling area'." He concludes that by increased use of the student counselor resources a "small cadre or nucleus of experts can do much with large numbers," (Siegel, Max, *Training of Students as Assistants in Counseling, NASPA*, 1967, 4, 139-142.)

The Counselor As Teacher

Three practical programs developing this more aggressive function are currently in effect at Stephens College. One consists of a series of student problem seminars for faculty members conducted by members of the counseling center staff. A second program taught by counselors takes the form of a series of training sessions on the psychology and techniques of leadership and is offered to student leaders and other interested individuals. A third program is conducted for the alumnae.

The effect of this teaching-consultant role on the part of the counselor should be to share his know-how and his skills more widely with the college community to the end of increasing the effectiveness of human relationships and the educational process on campus. There is clearly a call here for an aggressiveness on the part of the counselor which, although it might seem a bit out of character, has the potentiality of enhancing considerably the climate of learning on the campus.

These four points are not exhaustive by any means. They all seem to have a particular pertinence for our times and our condition as small college personnel people and for the climate of learning in the smaller institution. These colleges have an important educational mission to perform in our unique way. And although we will doubtless continue to be plagued with drawbacks of limited budgets, multiplicity of functions and diffusions of counseling activity, we may be confident that we will not as institutions become simply "landlords, employers and retailers of goods and services." Rather we can have the hope that we will continue to be whole, happy and human institutions whose climates of learning will generally reflect an attitude toward our students that embodies the finest values of the counseling relationship.

STUDENT DISCIPLINE

REV. HILTON L. RIVET, S.J. (Dean of Students, Spring Hill College): I abhor the terminology "student discipline" but at the same time am much enamoured of the concept of order. Student discipline is the most negative of concepts, principally because of historical factors. It is a continuation of American 18th century educational philosophy which subscribed to the proposition that one of the major goals of the college administrator was to fashion character. We should rejoice that our educational philosophy today dictates an appeal to intellects, and not to wills, for from intellectual conviction the will is moved to choose, and this factor of choice necessarily implies growth, maturity, awareness and, in a word, education in its most literal sense.

Order is not an end in itself, but merely a means to an end. The administrator who spends all of his time, or even a large part of it, involved in rectifying aberrations from order, or who constantly issues new regulations in an attempt to prevent repetition of deviant behavior, and much more so to anticipate it, is strait-jacketing his institution and directly undermining the climate of learning. He is stifling personality expression and growth by generating a negative, if not a fear complex on the campus, and he is eliminating the very opportunities for self-expression in which and through which learning takes place. Maybe this self-expression seems all wrong to us but I don't think any of us would want to be on a campus where no one ever does anything wrong.

The administrator responsible for fostering order can best achieve it by steadily trying to work his way out of a job. Order is best achieved when students assume the responsibility for order.

It has been my experience, and I'm sure that this is not unknown to any of you, that just as the peer group syndrome works toward effecting a given type of behavior, it also works in the ordering function of those students possessing sufficient authority to meet the needs of the situation. This is based on a sound psychological premise which can best be described as the inability of succeeding generations adequately to comprehend each other.

Therefore, for practical results peer group government is by far the best. They understand each other quite well; the deviants are not going to "snow" their peers; the students with authority to achieve order are better attuned to their times, needs, and complete world in which they move. There is, however, one problem which someone might mention: how does one find such a high-caliber type of student?

I frankly don't have an easy and direct answer to this question. These collegians today are much more responsible, concerned and, I might add, conservative than the communications media make them out to be. This, therefore, must be a conviction on our part — that they will grow into the task if allowed so to do. The only other answer I have is that it is honestly a gamble well worth your efforts. I am personally convinced that you will not lose the stakes. When a student, or a group of students realizes that the welfare of the college, in terms of standards, is his or their direct responsibility maturity develops rapidly. Of course if such a group of students would seize the opportunity to undermine the established framework of philosophical commitments then that college has problems which this paper shouldn't deal with.

My final proposition is that it is absolutely essential for the student personnel administrator, who is ultimately responsible for student adherence to ideals, standards and order, to have clearly in his mind the boundary lines within which he may move, and that he in turn describe the boundaries within which the peer governing group moves. Coupled with this is the need for others to leave him free to operate and not meddle. Good administration dictates that he be allowed to make the choices — just as he would have the students do — in his area of competence.

Dean James Hayes, dean of the school of business administration at Duquesne University defined good administration as getting things done through others. On the basis of what I already said I obviously subscribe to this concept. He conceived every administrator as working within a corral, if you will, and the four fences which bounded his area were set up by the higher administrator, but he was left free to operate while making sure not to jump any of the fences. These four fences are: policies and procedures of the institution, civil law, ethics and morals, and budget.

Now, if the student personnel administrator is not left free to operate within these boundaries, he will not be able to create this climate of having students sufficiently involved in the area of order. And, therefore, he will not be able to contribute, through the student personnel program, to the total climate of learning in his institution. And he too should remember that just as he does not want others coming into his corral he should honor the inviolability of the fences which he will set up for his student peer government group. True, the one who erects the fences is responsible for all that transpires within their confines, so he should visit, so to speak, but should not make decisions in an area assigned to others, even though he assigned the area.

I sincerely feel that the creation of the correct attitude of mind toward order, coupled with the idea of working one's way out of a job will, when applied to the many conduct situations, provide answers for almost all the problems. My opinion and conviction is that students must literally take control and run the program.

INTELLECTUAL CO-CURRICULAR ACTIVITIES, INCLUDING OUT-OF-CLASS STUDENT-FACULTY CONTACTS

WILLIAM F. DENMAN (Dean of Students, Elmhurst College): The kind of activities I am discussing as "intellectual" co-curricular activities and out-of-class faculty contacts relate to the total climate of learning on a campus. I am purposely going to set a broad frame of reference, because I believe that a great range of undertakings fall within this area and include such diverse activities as: work-study programs; the campus cultural diet; so-called social-service projects; concrete involvement in social issues; college religious life; the traditional activity system and the organizational faculty-advisory program; off-campus, even foreign study and laboratory experiences; campus living and governing arrangements and faculty contacts as they relate to the entire sphere of all these activities.

Although I will minimize my remarks concerning Elmhurst, my frame of reference is a liberal, church-related, moderately selective liberal arts college of 2700 students which believes rather deeply in and is committed rather broadly to some of the approaches about which I will speak.

Significance and Philosophy

It is self-evident that student-faculty relationships and intellectual co-curricular activities are mandatory in the first rate college. As a consequence of higher education's return to the world of rigorous scholarship, the rise of and dependence upon the environmental-press research of social psychology, and the recent protest against value-absent college experiences, liberal arts colleges are being urged to return to their Nineteenth Century ideal of integrated, impactful, distinctive liberal education. Schools which value and are committed to these concerns generally are convinced that:

1. integrated — and where possible — inter-disciplinary education stressing confrontation, argumentation, and awareness is to be preferred to traditional approaches.
2. social needs can be accommodated *within* educational experiences.
3. questioning and creativity are particularly important in the years of late adolescence and early adulthood.

4. students need to be in critical, constant contact with the world outside the campus and outside their own generation.

Conditions

The "atmosphere" which permits actual program departures may be more significant than the actual departures themselves. Apart from intellectual leadership in the office of the chief student personnel officer, it is obvious that the appointment of faculty who seek extra-class student contacts as well as the selection of talented and motivated students is an important — but often difficult to obtain — ingredient in such an atmosphere. Another consideration is the partial release of faculty from usual duties so that adequate time is available for faculty-student contact. As in the development of informal counseling services such as in residence halls, *availability is a key concept* in this context as well.

A second significant consideration — and less difficult to realize — are permissive, academically-free, learning-oriented institutional organizational, governing, and programming arrangements which not only permit, but require student-faculty contact and dialogue outside the classroom and minimize concern with purely custodial matters. In this connection, one might provide, for example, for administrative officers who teach.

A third vital aspect is a well-considered and academically relevant year-long orientation program which maximizes the impact of the upperclass culture on freshmen so that "the grapevine" rather than the printed word carries the message of the relevance of the co-curricular intellectual and faculty-student contact program. Residential counseling programs can be particularly effective in this regard.

I might also mention two conditions often considered significant in determining "intellectual press" which we and other institutions have found less important or even irrelevant. One is the awarding of academic credit for co-curricular involvement and the other is proximity to urban areas.

Programs

On our campus, an institution which for many years had few extracurricular offerings which have not been related rather directly to academic concerns, much student-faculty contact and cultural-intellectual thrust comes from a rather intensive community government and programming endeavor, the latter including a rather full and wide-ranging visiting speaker and performing artist program, an unusually close advising and programming affiliation of our teaching faculty with our residence halls and our freshmen living programs; an inner-city program integrated to some extent with our academic thrust which takes up to 300 students a week to tutoring and mental health work in urban Chicago; a campus political climate sparked by colonies of SDS and YSA; cooperative institutional exchange arrangements with Germany's Schiller College and Texas' Houston-Tillotson College; the usual Washington Semester and Junior Year Abroad departures; a diet of intellectually-oriented Firesides in faculty homes and a series of religious study groups; and a campus coffee house and "soap-box" for the constant airing of campus opinion and reflection.

There are, to be sure, other — perhaps more promising — approaches such as the politician-in-residence program of Grinnell, Beloit's integrated extra-curricular study-and-experience program, and Drew University's United National Seminar arrangement. Whatever approach is taken, it would seem important to consider some aspect of the over-all program which addresses itself to the social issues cited as the chief concerns of our time: poverty, peace, the rise of the non-white, and the debilitating affluence of American society.

Problems

Perhaps the greatest of pitfalls is administrative domination, dictation, and red tape in the launching and supervision of so-called intellectual activities and faculty-student contacts. Far preferable is what I shall call "administrative resource," serving to assure clear chan-

nels, for action; assistance in the definition of roles; delegation of authority along with responsibility, and the provision of administrative staff work necessary to carry out "legwork" of questionable educational relevance.

Another pitfall is the danger of shot-gunning various programs which result in minimum impact or developing a structure of activity in this area which is mistakenly conceived as a program. Among the challenges lie the necessity of choosing wisely and adequately rewarding the faculty who will be involved, providing activities of genuine significance which are also sufficiently diverse to appeal to the honor student and the non-conventional, accommodating personal factors and theoretical issues in practical experiences, and — if genuine integration is desired between curriculum and extra-curriculum — merely calendaring sufficient blocks of time for the so-called co-curricular experiences and adequately providing for the transfer student in the process.

In closing, I might suggest that creative and carefully planned ventures of this kind may well provide the distinctiveness which many see as mandatory in guaranteeing the quality survival of smaller liberal arts institutions, for integrated educational experience is a basic determinant in quality higher education. Rudolph, again, perhaps put it most directly:

"No matter how important other aspects of the academic enterprise may be, it is still true — as it has always been — that the central relationship is between the teacher and his student."

It is obvious that, if you can maximize the fruits of this relationship, you're "in business."

PROFESSIONAL STAFFING AND ORGANIZATION

FRANK J. KREBS, (Vice President, Morris Harvey College): My assignment is to tell you how we organize services and staff our program in an independent liberal arts college with full enrollment of 1756 students and part time enrollment of over 1200.

Our student personnel services have gone through many changes during the college's 80 years of existence. The office of vice president for student affairs was created in 1961. This office is responsible for such programs and functions as orientation of new students, personal counseling, career counseling, health services, student housing on and off campus, student co-curricular and extra-curricular activities, student organizations, student government, and student conduct and discipline. Immediately one sees a glaring weakness in that not all student personnel services are under this office, a weakness that is found in most small colleges. The office of student affairs, however, has given supportive services to the personnel programs not directly under it, through representation on various committees and boards.

Student affairs at the college are on a par with academic and financial affairs. The chief administrator of student affairs is on equal footing with the academic dean, the business manager and treasurer and responsible directly to the president of the college. He is also a member of the president's "inner cabinet" and serves on the college's executive committee as well as on other important committees.

Another weakness of the student affairs office was that the positions of the dean of men and dean of women which existed at the time the office of student affairs was created were transferred to the new offices. The dual organization of dean of men and dean of women without clearly defined lines of authority resulted in an overlapping of functions so that at times both offices were doing the same thing. Beginning this academic year the structure was reorganized. The dean of men was made director of student activities and assigned in addition to counseling and disciplining male students supervision of student activities, student organizations and student government. The dean of women is also director of student personnel services and has the responsibility of approving, assigning and supervising all housing, and supervising the college insurance and health services. The director of men's residence halls and the directors of the residence halls for men are responsible to the director of student personnel services.

In addition to these staff members and personnel workers we also have a college chaplain who is responsible directly to the vice president for student affairs in the areas of personal counseling of students with religious problems, programming for religious activities such as chapel services and other religious services, supervising the work of student religious organizations and coordinating the religious programs of the college with the religious services of the community. There are several ways staff members grow in their profession. One is through in-service training programs. Another is through membership in state, regional and national professional organizations. Our staff members are all active members of our state association, as well as NASPA, NAWDC, APGA and ACPA. They are engaged in community activities serving as resource people in civic, cultural and religious affairs. They, however, still find time to write occasional articles for state and national journals or to read papers at state and national meetings.

Our organizational structure is certainly not a model for small colleges but it is an attempt to live with tradition and to embody some of the new ideas, principles and procedures of student personnel administration.

Analysis

DEAN MIRIAM WAGENSCHIEIN (Dean of Women and Associate Professor of Sociology, Whitman College): What I am going to attempt to do is point out the strands of agreement running through these papers.

First, I was struck by the fact that in higher education in the United States we started out very much like the old American liberal arts colleges which were our predecessors. And it was not until the mid 19th century that the real pattern of diversification came, with the impact of the continental pattern of education as contrasted with the English pattern, with the development of graduate schools, the impact of German impersonalism.

What I am suggesting is that in recent years we have been going through a pattern of re-diversification, which is very healthy and may be, in fact, the survival of the small college. The papers today suggest to me the emphasis on developing unique identities, both as small colleges, and as separate institutions. We are having the opportunity for a kind of diversity and a flexibility within programs that may bring us distinctiveness.

I do not believe that the majority of the large universities are doing the kinds of things that are evidenced at Michigan, Michigan State, and some of the others. In fact, it rather amuses me that for a change the large universities are now emulating the small colleges, rather than we the large universities, as I am afraid we did for too many years.

Out of what I have said comes my second point of what seems to be some consistency among the papers: A concern among institutions for inventiveness, for innovation, for trying something new, for making use of resources available to us, capitalizing on what we have in the community, attempting to meet needs with resources that we have, realizing that we may not have as many as the large university. In other words we perhaps are looking to ourselves for a change to solve our problems, rather than to our bigger brothers.

Another strain of consistency perhaps, or commonality, is concern for the total student, the whole and integrated person.

The small colleges still wished to see the student in more than one role, and as more than one problem, rather as a total person in all of his roles.

The specific paper on orientation asks questions that we still have not answered. In fact, I suspect that we seldom ask them. Perhaps we should ask them more.

The suggestion that parents be included in this process, that they may need orientation more than students themselves, perhaps is a good one, and unique to some of us.

This brings a new dilemma into the orientation process. I wonder, however, if this is feasible for the college which draws from a wide area, an area so wide that parents do not come to the campus. Is there some way by which they can absorb if they cannot come to the campus? Faculty involvement is not new. This is something we have been striving for for a long time.

I tend to worry sometimes, in all of our programs, about balancing community representation. I rather like to view the academic community as a community, a community of different clienteles, and I do not think anyone of these should suffer in the total process. I sometimes think that we administrators are too shy and we want to bow out. I think this is to our detriment. I think we should, along with faculty and students, participate equally in all these processes as educators. There seems to be a shift in orientation from assessment, that is testing, to an emphasis on social relationships. I like the idea of the peer acquaintance finally being recognized.

Still we have not answered the question about the duration of orientation.

I wish that I had time to comment on the paper on counseling at some length because it raises some substantive questions about the use of off campus resources, about the generalist versus the specialist, about the use of staff as compared with students, about individual and group counseling.

I have read a lot in sociology about the concept of therapeutic community and I wonder if this concept could be applied to the college campus. In the small college we have some unique opportunities to create, if you will, therapeutic communities.

Perhaps what we are trying to create on the campus is a certain degree of order so that students will be free, faculty will be free to learn, to think, and to reflect in an age which is beset by hurry and the frustration which results from hurry and the limitation of time.

DEAN WILLIAM WRIGHT (Associate Dean of Students, DePauw University): My reactions are more general. I isolated four needs that were mentioned. The need for constant evaluation in terms of both content and process on the part of student personnel administrators with their relations with students. The need for flexibility and possibility of last minute change, either exclusion, inclusion, or difference in emphasis. I think I heard the need expressed for student participation in conjunction with faculty and administration. Exclusiveness appears to be undesirable on the part of any of these groups. And I think I heard a need for a sense of participating roles in a therapeutic community.

Perhaps a summary statement of these four needs might be as follows: Need for programming broad enough to include different programs as student participations change, yet provide continuity for a long range commitment as well. Much more attention to responsibility for and to groups seems to be a common emphasis.

I gather that recently most of our presenters feel that there has been a great deal of emphasis on the individual and in some cases to the exclusion of community needs. We do not want "sick" students, but neither do we want a "sick" community in which inadequate mental health is to flourish. More attention then could be given to the security-insecurity balance.

I heard a discussion about the fact that we can teach students to program, to help meet manpower needs. This would certainly help in the budget problems that we all face. The goal is not specialists' competence, although this will emerge, but generalist decision making on the part of students.

This then is the education model and climate that I heard as I listened to the papers. One can survive in mountain top rarefied air with proper oxygen.

Seventh General Session

Wednesday, April 12, 1967, 7:00 p.m.

CLOSING CONFERENCE DINNER

The Closing Dinner was held at the University of Cincinnati Student Union, William R. Nester, Dean of Men, University of Cincinnati, presiding.

The College Student of Today and Tomorrow

NEVITT SANFORD

*Director, Institute for the Study of Human Problems
Stanford University*

That topic, when I thought of it, suggested that I would talk about the college student of the future, perhaps 15 or 20 years hence — say 1980 — but I have been suffering a loss of nerve since I first thought to go into this. It is more difficult to predict the future than I at first thought. Or at least one's confidence rises or falls, depending on which institution he has visited recently.

The most far out and daring prophecies I will have to eliminate from my talk; those that you will hear are the more cautious ones. The prophecies that I will make concerning students are mostly of the self-fulfilling variety. I hope that making these prophecies will help them come to pass.

An example of the sort of prophecy I would make would be to say that by 1980, at least three or four more psychologists will be studying student development in college.

As a matter of fact, by 1980, it will be understood that all student personnel workers, including student personnel administrators, will be trained in the theory of personality development, and that sociological theory that is applicable to group life. They will have things running so smoothly that they will be able to see some students themselves occasionally in which case it will occur to them that some research on students by them might also be a good thing, so that our knowledge of student development is bound to expand.

As a matter of fact, the U.S. Office of Education, the National Institute of Mental Health, some of our great foundations will get on to the fact that theoretically oriented, longitudinal studies of college students will be quite the thing by that time. It might even be possible to do Ph.D. theses in this area.

Before talking about some of the differences that I imagine will exist between the students of 1980 and now, I would like to stress the point that they will be very much like the students that we see today. They will still be young people, and they will still be students, and what is true of human nature will be true of them, in large

part. It must have been in the middle fifties when I first read Otto Butz's collection of autobiographies of Princeton men. And what struck me was how similar these stories were to those we collected at the Harvard Psychological Clinic in 1935. This year, in my class in personality theory at Stanford each student was required to prepare a case study of someone whom he knew well. As always happens, about half of the students wrote autobiographies, and reading these I was reminded of Butz's autobiographies.

In short, when students really get down to talking about themselves and their problems, it turns out that these problems are pretty much the same that students have in one generation after another. They are struggling with the problems of gaining independence of their parents, of how to deal with authority of the sort represented by deans, of how to maintain their self-esteem in the face of increasingly harder tasks, of how to get along with members of the opposite sex, how to discover something about them, how to deal with the general social situation of the American campus, how to make friends, while keeping those one already has, how to approach the whole issue of career choice and so on.

So I would say that a dean who is still surviving in 1980, who is competent right now, and likes to work with individual students, will not feel altogether out of it and that young men who are being trained right now for work with individual students will do best, I think, to school themselves in the theory of personality development because this won't be changing all that rapidly. What will change, of course, is the behavior of students, which is a rather different thing from the structure of personality that I have been talking about.

There is no doubt that people brought up in different periods of history differ somewhat in their personality structures, depending upon what kind of child training prevailed at the time. People brought up according to the Watsonian principles of child training are probably somewhat different from those brought up according to Dr. Spock's principles. Kenneth Keniston has suggested that some of the personality structures found among his uncommitted or alienated students owe their origins to a particular kind of family constellation or a particular set of experiences in the family. Now it may very well be that experiences of this kind are had more often, or were had more often in the late forties than in the thirties.

I do believe that people brought up during the depression years of the thirties, who were students then, do share some attitudes that differentiate them from people brought up since World War II. In the thirties, the great American dream of economic success was viable, and in the depression we learned to think quite seriously about economic security.

I would suggest that people who are running our colleges and universities today, for the most part, participated in this preoccupation of the thirties. And that those men in turn differ from those who were educated in the twenties, which was a more gracious time.

Today's students have a different dream than did those who were students in the thirties. The Horatio Alger myth has been going out for some time. There has been a radical change in the American outlook. Today students are not thinking about economic security, rather about a kind of psychological security. Their dream is a dream of group harmony, or of community, of internal well-being, of self-determination, self-realization, and the capacity to enjoy life fully.

This is rather different from the Protestant work ethic that prevailed up until quite recently. And we see this, I think, reflected in the attitudes of our students. The activist students dramatize for us an attitude and an outlook that is fairly common. I am sure that other speakers have pointed out that these students were superior to the rank and file in intelligence and in their academic work, that they tended to come from highly educated, affluent families. And I hope it has been reported to you from the work under the leadership of Joseph Katz at Berkeley and at Stanford, that in respect to personality, the activist students differ from the rank and file in about the same way that seniors differ from freshmen, if you take the personality measures that we have used.

So this can be regarded as an exemplification of a rather extreme case of a trend which is pretty general among students from affluent families, a trend toward putting an accent on love and affection, getting along with other people, good group relations and self-realization in one's future life rather than upon success — economic or material.

So looking ahead to 1980 we have to infer from contemporary trends what will be the major social conditions of that time, and from an examination of current students, the direction in which they tend to be moving.

Consider, for example, the draft. If it should turn out that most drafting will be of 19-year-olds, this will mean that before long a great many students in college will already have done their military service. It could very well be that the new breed who have already had their service, will be eager students, but not necessarily vocationally oriented.

Or consider another "iffy" question. What will determine whether or not the draft is considered necessary in 1980? We can certainly anticipate continuing revolutionary activities in various nations of the world as there are bound to be increasing populations in those areas, increasing poverty, and increasing unrest. It might very well be that we will continue to find ourselves somehow engaged with unrest in various parts of the world, and it might very well be that the draft will still be the instrument for making sure that we have the military manpower. In which case, we can anticipate a great deal of student unrest. We can anticipate a great deal of opposition to the draft, and a great deal of debate among students as to the purposes of our nation.

We will continue to have problems centering about technology and about access to the material well-being which our technology produces. There will be continuing

demands upon intelligence. The rewards of college going will continue to be great, and the difficulties of those who do not go to college will expand.

The person who does not have access to a computer in 1980 will perhaps be almost out of it; the ills of technology still will be with us. We are very likely to move more and more into technological ways of organizing our lives, to continue to ape military and business organizations, bringing in mass production methods. And so we will continue to get protests from students against the impersonality of these massive organizations. The problem of access to technology is going to be the big issue for the future, I think.

It is bound to be true in 1980, as now, that the rich will still be getting richer, and the poor will be getting poorer. This will be true on the national scene, but even truer on the international scene, which means that there will be plenty to agitate students who have a concern for social and the economic justice. More than that, if some students accent social and economic justice, there will be a reaction from other students, and other adults, from the more conservative side.

So my major predictions would be something like this:

There will be continuing student activism, certainly enough to keep deans interested in their work. This, however, will be part of a larger picture which is one of an expanding universe of students. They will be expanding in the direction of greater ranges of variability.

The total range of ability will expand. There will be greater variability with respect to age. There will be many more students who will take a year or more out of college to continue their education in some other setting, and then return to college, and who will therefore be older than students now in college.

More than that, I expect the boundaries separating the college or university from the larger community to be lowered. More people will be coming in and going out than is the case now. There will be many, many more part time students of various ages. And there will be an enormous amount of adult education, some of which will take part in institutions now called colleges and universities, and some of which will take part in new kinds of institutions yet to be established. We will find it difficult, indeed, to know what to call a college by that time.

More than that, there will be a greater range of variables in the areas of values, attitudes and personality. Most writers, such as Keniston and Katz, remind us that the so-called student activists constitute a relatively small minority of all the students in college. And Pierson's survey shows that student activism is not exactly taking all of our campuses by storm. This means that the range separating student activists from students who are not in the least active, will be increasingly broadened.

Last week I visited the University of Hawaii, which is a vast, predominantly commuter institution of some 19,000 students. I kept being reminded of Berkeley about 25 years ago. Most of the students live in town, often in rundown boarding houses, or they live with relatives. Everybody from the other islands in Hawaii has

relatives in Honolulu, with whom to live while going to the university. The great majority of these students come from families in which the parents did not go to college, so that going to college to them means going up in the world. The great majority are vocationally oriented. Many, many go to school afternoons and evenings, but are not on campus in the morning, which makes it very difficult for the student union to organize student activities. Thirteen hundred students out of the 19,000 took part in the election of the student body president last week.

This institution, I dare say, is actually more typical of universities in our country today than are those in which the dramatic examples of student activism have presented themselves in recent years. At Hawaii there would be a very tiny group of students interested in statewide or nationwide political and social problems, or even in the educational problems on that particular campus.

The young man who was elected student body president last week was an arch conservative. His ticket accented improving the image of the football team, covers for the walkways around the campus, and an improved spirit among the fraternities. And in his acceptance speech he said, "The faculty is 100 per cent for the students," suggesting to his followers that if they just keep quiet and mind their business, the faculty will look after them all right.

Sure enough, the more liberal or radical students almost staged a demonstration to express their disloyal opposition. In other words, the political spectrum immediately broadened. And this disaffection was barely averted by the student personnel administrators.

But when I gave a talk there I was heckled by a young man whom I thought I recognized. And sure enough, it turned out he was a student from Berkeley, who was there in the footsteps of the missionaries who first went to Hawaii in 1836, or whenever it was. Actually, he followed me around for other appearances, and we got to be quite good friends. And he was not the only one. There were several other boys from the mainland who were taking their ease in Hawaii and doing their small bit to help the students get waked up.

What I would certainly anticipate at a university of that kind would be continuing controversy. We are bound to get these students from the mainland, or from the east in the midst of a vast rank and file of students who do not hold with this, who are there for more practical purposes. And students of that latter type will be increasing in numbers all the time, you see, as people, more and more people who see college going or university going as the only means by which they can go up in the world.

Yet, I believe the tendency for students in the so-called more prestigious universities, or the more selective institutions, if you will, to influence those in other institutions, is very strong. There is an academic procession there, as well as in the area of the faculty.

After the so-called free speech movement at Berkeley, there were similar movements in the state and junior colleges, and in high schools. In various high schools there were intensive negotiations between the students and the deans over student academic freedom. The adolescents imitate college students. And college students, in junior colleges, are perfectly capable of doing what students in the four year colleges have found exciting.

So the fact that we have these vast universities in which nothing much is happening right now, doesn't mean that we won't have happenings going on well before 1980.

My main point really is that we are bound to have more students of the activist type because they are products of affluence and education, and if there is anything safe to predict, it is that we will continually increase our affluence, and that higher and higher proportions of our families will be themselves highly educated. The students who arrive in college will be increasingly more sophisticated, and will be interested in improving their own education and having a larger role in those decisions which affect them.

This will be supported further by the continuing upgrading of work in the high school. Student activism is to a considerable extent a product of cosmopolitanism or urbanism. We are becoming an increasingly less parochial people. Urbanization is going on at an extremely rapid pace, and what is new today in San Francisco will be the style tomorrow in Fresno.

However, this kind of activism on the part of the students will take the two major forms: The Savio form, and the Cleveland form. That is to say, some students will be particularly interested in political issues, and will want to use the campus as a forum, and perhaps as a kind of rallying point for action on the larger political and social front. Others will be focused on educational reform and increasing rights and privileges at their own institutions.

This I would suggest is going to be quite irreversible because these students interested in educational reform are reading the educational literature and frequently out-arguing their professors, or even their deans, in questions of what sorts of social regulations there should be on the campus, or even what kinds of courses ought to be taught.

More than that, these students know that some successes have been had. I think it is really quite fair to say that at Stanford a number of educational reforms have been initiated in quite recent years in considerable part because of the concern, interest and activity of students. We, too, have student initiated seminars. I think our freshman seminars are in part determined by this kind of interest on the part of students, and a current experiment in co-educational housing and living and learning was most definitely something that the students were behind and discussed with various deans in advance.

However, I do not anticipate more demonstrations of the Berkeley type. This was an unusual phenomenon and I think not likely to be repeated. It takes an enor-

mous amount of organization to stage demonstrations of that sort. And in order for people to rebel, they have to be considerably suppressed or oppressed also. But more than that, demonstrations of this sort are now old hat. Students interested in improving their education will find other techniques, such as writing in the daily, gaining membership on student affairs and curriculum committees.

However, I do not think we need worry about our universities becoming anything like those political universities in some foreign countries, as some speakers and writers have been worrying. It seems to me this is so remote from our tradition, and so different from the general trend in student thinking, that this is not actually to be considered seriously as in the picture.

But of course, what we will see in the way of student activity will depend a lot upon what the institution does. It is possible to escalate these struggles with students without too much trouble, if the deans work at it, you know, if they don't communicate with students, or if they regard somewhat vocal students who dress in some deviant way as beyond the pale.

I do not expect any great expansion of the hippie phenomenon, or of the alienation of the sort that Keniston has so well described. I think the hippies are offering a very dramatic and interesting criticism of much of our society, but I do not see how they can gain any power, and for that matter, I think the hippie will soon become so uncomfortable that about all who are susceptible to that style of life probably have already joined the movement.

The leaders in the drug culture have been pretty pathological to begin with. Typically, they have had very deep problems and all the people with such serious problems, who could manage them in this fashion, have already been recruited. In fact, I think the LSD phenomenon has already passed its peak, and that the effort to build a kind of hippie sub-culture will not expand very much either.

I say LSD has passed its peak because graduate students who are now advising undergraduates are saying that it is not all that it was cracked up to be. On the other hand, marijuana is something else again. It is quite conceivable that this will become the drug of the younger people in about the same way that alcohol is the thing for people of our generation. There will be some struggle about this, I expect — the effort to legalize marijuana will probably be continued. And deans will probably want to take note.

I would say also that the so-called revolution in morals is not all that dramatic. It is not reflected in extraordinary behavior in most students. It is mainly an effort on the part of students to make their behavior and their beliefs coincide, and the major effort is in the direction of making sex a part of relationships, somehow integral with the development of one's personality.

I expect also along this same line that we can anticipate increasing efforts to gain freedom for women, equality in social regulations with men. A lot of men will side with them on this, and we can expect a great deal of liberalization to occur. As a

matter of fact, quite a few of our institutions are really quite behind the times in this respect, I would suggest.

In sum, we can expect the big picture to be as I described it, more of everything, but we can expect increasing efforts at educational reform on the part of students, and they will win allies among the faculty, and they will win supporters among young alumni.

I would suggest that those of us who are interested in educational reform would do well to make common cause with students of this stripe, to treat them increasingly as colleagues, to take them increasingly into our confidence, and to work with them toward the reforms which we as educators would actually like to see brought about.

In this circumstance, in this case, we will be moving back toward the traditional position of the university, a state of affairs in which students, faculty and administration stand together against know-nothing criticism from outside.

Not only will the university be better able to protect itself from this kind of criticism, but this group of educators and students will increasingly find support in an increasingly enlightened society, and those trends which are now to be observed in the older, larger, more powerful, more metropolitan universities will indeed spread to the others, and set the direction for change there.

Association Business Meeting

The Association Business Meeting convened at nine o'clock, Wednesday, April 12, 1967, Carl W. Knox, President Designate, Dean of Men, University of Illinois, presiding.

Reports were presented by Conference Chairman Thomas A. Emmet, Special Assistant to the Academic Dean, University of Detroit, and Journal Editor Richard A. Siggelkow, Dean of Students, SUNY at Buffalo.

CHAIRMAN KNOX: Now we will turn to Directors of the Division. I will first ask for a statement from Preston Parr, Director of the Division of *Association Personnel and Services*.

DEAN PRESTON PARR (Dean of Student Life, Lehigh University): During the current year the principal undertaking of this Division has been the *drug education project* under contract to the Food and Drug Administration. The project was planned late last spring, in recognition of the growing problem of drug abuse on campuses throughout the nation.

We believe the deans and other student personnel administrators would necessarily play an important role in coping with the problem on their campuses, and that this role was most properly and effectively an educational one.

Accordingly, the project was designed to provide scientific information about drugs and their effects, wherever such information was available, and also to convey an understanding of the legal, medical, sociological and psychological complexities of drug abuse.

Happily the Food and Drug Administration endorsed this objective approach to the project wholeheartedly. The National Institute of Mental Health and the Bureau of Narcotics also generously lent their support to the project, although I wish to make it clear that it was the FDA which solely supported us financially, and the contract was with FDA.

NASPA was very fortunate, in my view, in securing the full time services of Dr. Helen Nowlis as Project Director. Much of the credit for the success of the project is hers.

We are now considering what additional activities in this area are going to be appropriate for NASPA. The Division Committee has spoken to the Executive Committee, and we will be in further touch, I think, with FDA. If there are further developments, we will of course report them to you.

Moving to the next subject, last August we wrote to voting delegates about NASPA's new *talent identification project*, TIP for short, through which we sought the names of members qualified to serve NASPA's four divisional areas, as well as other needs of the Association. To date 384 persons have been named, and we are pleased to report that the list has already been put to use. Several of the Division Directors have been looking at it for tasks that they have in mind.

We want to stress the fact that TIP is not a closed matter. It is an on-going project which will be serviced and updated by Dean Donald Hardy at the University of Delaware. Voting delegates are urged to continue to submit the names of persons on their staffs whom they judge to be qualified and interested for NASPA service. And we would like the voting delegates to nominate themselves if they are interested. I think we perhaps did not make that clear in our original mailing. Some of you have been very good about naming others, and have failed to name yourselves, and we would be very happy to know of your interests.

Next, the Division continued its practice begun last year of sending occasional *informational memoranda* to voting delegates. One mailing brought together materials relating to military service operations and dissent in time of crisis. Another mailing was on the subject of super service projects for students. We hope to send future mailings on topics of interest to you, and we also hope that in the future we will be able to send these mailings to all members, and not just voting delegates.

We would like to have expressions of your interest in receiving future mailings of this kind. We are particularly interested in using this device as a means of communicating widely and rapidly to membership on critical issues as they arise on a few campuses and begin to spread elsewhere. For instance, the current sitdowns in libraries, placement bureaus, and Deans' offices; a concise step by step account of how such a critical experience was met is something that can help us all against the day when such a situation arises on our own campuses.

If any of you thinks that he has coped successfully with such a problem and wishes to share his experience with us, we would like to consider that for distribution to the membership.

NASPA has been unable to publish its *directories* on national student organizations and related organizations this year. We want to acknowledge the work of Dean Glen Nygreen who valiantly kept the information up to date this year, and we hope to reward his labors with prompt publication this fall.

NASPA has welcomed junior/community colleges to its membership this year. The Division is actively considering ways in which NASPA can bring these new institutions into the life of the organization and provide services relevant to them. Again, we invite your comments.

We are also beginning to look into the question of student participation in university government. We have been asked by the Executive Committee to consider the recent AAUP statement on university government, particularly from the standpoint of what forms of student participation are desirable and appropriate. We have just begun looking into this.

In closing, I would like to thank the members of the Advisory Committee who worked with me in this Division during the current year.

CHAIRMAN KNOX: We will turn for a statement from Dean Robert Etheridge, Executive Dean of Student Relations at Miami University of Oxford, Ohio, for a word concerning the *Professional Development and Standards Division*.

DEAN ROBERT F. ETHERIDGE: The major attention of our particular division has been in the developmental area within COSPA. I will try rapidly to enumerate the various things that we have done or tried to do within that framework.

The first thing that we are working on is the career brochure, which you will recall originally was a NASPA production. It has been printed by the COSPA Commission on Professional Preparation, and we hope it will be available to you in third form early next fall.

I want to say a word about three documents which will be available to you, if you care to take them, as you leave the room today. I wish to urge caution in the use of the documents because only one of them really is a public document. The document that I refer to as being a public document is the *Role and Preparation of Student Personnel Workers in Institutions of Higher Learning*. This represents about three years of work to get a statement of agreement from among the professional associations within COSPA. NASPA has endorsed this as explaining the role and preparation of student personnel workers as we see it. It has appeared in the ACPA Journal and therefore is a public document.

The other document available to you is known as the *Guidelines for Graduate Programs, and the Preparation of Student Personnel Workers in Higher Education*. This comes to you as the fourth draft of the COSPA Commission on Professional Development. It is not yet a public document, but it is brought to you as an interim report so that you would know, in essence, the development of our thinking at this point. If you have any suggestions about this document that you would like to be brought in focus at our next meeting, certainly I would enjoy having them so that I may pass them on at our next meeting.

The third document is a proposal to improve and expand the *accreditation of graduate programs* in personnel and guidance. It relates to the whole issue of accreditation. This document, in essence has been developed by APGA. Your delegation to COSPA Commission on Professional Development has expressed serious reservation about this document, especially as it relates to the non-involvement of NASPA and the other COSPA associations in its preparation. I think there is much more work to be done on this particular document before we reach a resolution. As I say, it is not a public document. As a matter of fact, this past February delegates, including President Williamson, met in Washington to discuss it, and I would say now it represents to you a historical document because it is not at this point in the process of adoption.

I should like at this time also to mention the work of Harry McCloskey and his committee as they have attempted to consider the whole point of accreditation in the program area, as contrasted to the preparation area. It is my feeling that much more work will be done through COSPA in this particular area of looking at programs with the idea being that here is a series of questions that we might ask ourselves as to whether or not we think we are doing an effective job.

I sense within all of the professional associations dealing with students and the learning process some concern about the ethics of the profession. This problem has a twofold dimension. It addresses itself not alone to what we would consider the normal ethics of a profession — confidentiality, counseling relationships and the like — but also to hiring practices, relationships between institutions, and the like.

I would like to report also the development in the area of our working with ACRAO, the Association of Collegiate Registrars and Admissions Officers. You will recall the 1953 statement jointly adopted by NASPA, NAWDC, ACPA, and ACRAO that relates itself to those items of discipline recorded in the permanent transcript. A survey has been made of the current practices with a view toward updating that document, and Bill Butler represents the Association in this particular working group — hopefully a great step toward resolution of the problem will be made in Denver at their next meeting.

There are a couple of other problems that have been discussed. We are trying, I believe, to come up with some notion of what constitutes the successful practices in this whole field of student personnel administration. If we are ever able to do that, then perhaps some day we will be able to come up with what represent reasonable *selection criteria* for people who wish to enter into this training program.

Hopefully, the criteria will contain other things than just those qualities that make for educational success. The personal quality I think has been ignored too much. I wish to say to you in stepping aside, hopefully not down, because I hope to continue the interest here in professional development, I wish to express my thanks and gratitude to you for allowing me to represent you in the various contacts that have been made in the professional associations. Dirck Brown and Stan Benz, like myself, will be going off of the Division, with John Truitt, Jack Sorrels and Don Robinson remaining on it.

A new director will be named by the Executive Committee, and certainly we wish him the very best, and his Division Advisory Committee, in their attempts to make this a profession of even greater repute and acceptance than it currently is.

CHAIRMAN KNOX: The Director of our Division of *Professional Relations and Legislation* has been Dean Chester Peters, Dean of Students, Kansas State University, Manhattan, Kansas.

DEAN CHESTER E. PETERS: I would like to acknowledge the work of my Committee. We have been in operation for about nine months and have had a committee meeting in October, and one here. You will find a little bit of overlap or dovetailing with the program that Bob Etheridge has just indicated, and we try to keep our wires from being too far crossed in this.

I have had two trips into Washington, one in connection with the drug conference, when I stayed over for a day and two days in March to make contacts with various groups that I thought we could interact with and work through.

We have laid our groundwork primarily with Mrs. Green's committee, the *Special Subcommittee on Education* of the House, and the General Counsel there with the American Council of Education, through John Morris, who is their Director of the Commission on Federal Relations, through some of the professional associations that we interrelate with, and of course with our own representatives and senators as we effectively work with them. This, of course, is in the area of professional relations.

As a result of some of these contacts, Mrs. Green held regional hearings clear across the United States in regard to the reorganization of the U.S. Office of Education. A statement was submitted from our group to her, and I interacted with her on this in Washington.

Where we may cross with Bob Etheridge's committee a little bit is in the area of *accreditation*. I made some contacts with Mr. Dickey of the National Association of Accrediting Agencies, and also with Mr. Burns, now Executive Secretary of the Federation of all Regional Accrediting Associations, and our primary concern, of course, is not in the area of training but in program and involving our membership on accrediting teams so that when they come to Kansas they can ask penetrating questions and can feed back to our chief administrator the things that we would hope will be accomplished on those campuses, and bring it up to a higher level, if at all possible.

One of our other contacts we made was with the institutes, with Dave Knapp, who is handling the *Institutes of Training* in colleges and universities, and he has some interest, I believe, in having institutes on what we call the university management team, which is the president, vice president of academic affairs, the chief student personnel administrator, and the finance man on the campus. Some institutes may develop in this area, and we would hope they would be ones which would involve some case studies there, and then we can feed these back to the various areas.

You will note that we are dealing in the professional relations area, and then if we are not careful we are dovetailing with some of the other divisions, and we will be careful so we do not cross too many paths.

We are establishing — and Dan Wolf of the Indiana University campus at Indianapolis, will be a representative on freedom and responsibility of the college to the student press, in this relationship with the *college press advisers*. We are trying to establish a relationship there.

Dean Bloch will be our representative on the Commission on Student Financial Aids.

There will be a new Commission in COSPA called the Current and Developing Student Issues, and this will be operating from the office of Dr. Chopin, Director of the Commission on Academic Affairs, from the ACE.

I should report also on the COSPA area that there has been a recommendation from the Executive Committee that full membership on COSPA, the Council of Student Personnel Associations, be granted to the Conference on Jesuit Student Personnel Associations.

We understand the American College Health Association will be joining us in about May, and associate memberships have been recommended to be extended to the College Examination Board, the American College Testing Board, and College Scholarship Service.

We have begun a dialogue with the American Library Association and in our involvement here we have Dr. George Bailey, the Executive Secretary of the Association of College Research Libraries.

Also in COSPA there will be an Executive Secretaries Workshop in the next month, and one of the major areas of interest here will be the placement operation, and it is my understanding that both Tom Emmet and Dean Hulet will be there.

We have not established as effective a relationship as we should with some of our *student groups*, the University Christian movement, NSA, the National Association of College and University Residence Halls. This will be one of the areas in which we are going to be doing some more work, and also the assignment of some of our membership for maybe three to five year periods to organizations to keep information being fed to us.

CHAIRMAN KNOX: Speaking for our Division of *Research and Publications* will be Dr. Peter Armacost, currently program director for the American Association of Colleges, and President-elect of the University of Ottawa, Kansas.

DR. ARMACOST: For the past year the members of the Division of Research and Publications have been Dean Thomas B. Dutton, Dean John Blackburn, Dean Jerry H. Godard, Dean Mark W. Smith, and Dr. Phillip A. Tripp. These gentlemen have met with me and with several researchers whom we have asked to meet with us on three different occasions during the past year. We have also met informally when it happened that four or more members of the Division happened to be in the same city for other purposes, so in total we have had five different occasions to conduct business on behalf of the NASPA Division of Research and Publications.

We continue, as reported last year, to feel that our primary responsibility, as a Division of Research and Publications, would be to try to identify some of the major *research activities* which are of special interest to us in order to improve the effectiveness of each dean on his own campus, or assist him in his personnel questions.

We will not attempt to conduct research projects ourselves. Instead, we hope to get in touch with competent researchers, either those of you who are practicing deans who have research interests, or people in graduate programs so that our work can be carried out effectively and efficiently.

To this end, we have spent some time during the past year developing a position paper on research needs and priorities. This is a very rough first draft, and the Commission has not yet had a chance to study and issue it in final form. We hope to use this as the basis for a conference for those training students in student personnel work. In the absence of the conference which we hoped to have this year, we have been gratified by the increasing numbers of contacts which we have received from graduate students who are in that stage of their career where they want a *thesis topic*, and thought it might be a good idea to check with this Division. Increasingly, we hope to be able to help such students identify such topics which may be of particular interest to those of us in NASPA.

You are aware of the exploratory investigation of *selected assumptions and convictions* of the student personnel administrator. We did distribute raw data to you, both in Seattle and more recently because we had a number of requests for this data. We have not as yet

in print interpreted the results of this study. It was an exploratory investigation. We do, however, wish to perform several cluster analyses to better understand the results which we have obtained. We plan to stimulate the writing of several position papers which take stands on some of the issues which clearly face our profession, on the basis of this original investigation.

We hope, too, to follow the exploratory investigation up with a critical incidence program which in effect says, all right, we now have identified our assumptions and convictions, and let's see what these are actually translated into the behavior of the dean, and at what points behavior seems to be in contrast to the assumptions and convictions stated in this exploratory investigation.

You are aware too of our investigation of *institutional policy on controversial topics*. Dean Thomas Dutton and two members of his staff, Jim Appleton and Fred Smith, agreed to analyze and write a report on this investigation.

We plan especially in that report to provide you with examples of policy from various campuses, so that as you look at your own policy situation you may have some alternatives to consider, while emphasizing that was in no way a normative study. This was a rough investigation, designed to help you answer the question, what is the current policy, vis-a-vis 18 selected topics across the country.

The third project was concerned with providing information about the current college student based upon perceptions of deans of students, which we hope will serve as a partial correlative to some of the impressions generated by mass literature and some of the journals. Mark Smith and Jerry Godard edited this publication. You should have it on your desk when you get home, if it did not reach you before you came.

We have during the past year made major progress on two significant studies which I mentioned to you briefly last year: Investigation of *perceptions* of deans of students, about presidents, deans, other administrators, faculties and students, about the responsibilities to these students, and about the significant contribution to the life of the university. We are interested in seeing how such perceptions actually influence the behavior of the dean of students.

During the past year, Dr. James Dickinson of the University of Iowa, has agreed to serve with us as principal investigator on this project. It seemed that a pilot study was essential since this, in the long run, would be a major self study on each NASPA campus, we hope, and we needed an opportunity to develop a research technique instrumentation.

The second of these two studies, the study of *student perceptions* of existing freedom, desired freedom, and limitations on student freedoms, is in effect a follow-up of the earlier Williamson-Cowan study also a NASPA project. We have the agreement of John Cowan to work as the principal investigator of this follow-up study. We hope to obtain information on such questions as the student perception of his personal educational goals, his perception of the opportunities needed to fulfill these goals, and find out what, if any, limits are placed upon behaviors considered necessary for the achievement of the goals of personal development which the student holds for himself, and to what extent are any of these limits considered necessary by the student for the achievement of his educational goals, and more specifically, what limits does he feel have been placed upon his personal freedom.

As a follow-up study to the earlier Williamson-Cowan study, it has several important differences from that investigation. On the one hand, we are concerned with more different kinds of freedoms than just the freedom of expression, and obtaining some information about the hierarchy with which the student holds these various freedoms. We are interested in obtaining information from a cross section of students on a campus, rather than just involving the student body president, and the student newspaper editor.

One final project: We are concerned with highlighting the fact that there are various styles of *effective deans*. We have wondered about either a publication which would be based upon intensive analysis of the style of a number of different good deans, or a field survey research approach.

CHAIRMAN KNOX: While we have Pete here, we are going to ask him to speak briefly on the Conference plans for next year, as Co-Chairman of the Conference.

DR. ARMACOST: Tentatively we are planning a bold convention for *next year's NASPA Conference*, which has several purposes in mind.

We hope primarily to focus the Conference on an opportunity for in-depth discussion on some of the major issues which require philosophical reflection on the part of the dean of students. I am thinking here of such questions as the nature and purposes of college regulations. What, if any, are the special limitations on behavior imposed by the orderly search for truth and fulfillment of the particular institution's mission? Are there indeed any special obligations imposed on a person by virtue of his membership in the academic community, and so forth? We plan to choose carefully from among the many possibilities and try to identify three different themes which we will then give each of you a chance to develop through a study of background papers which we would hope to distribute six to eight weeks before the convention, through a keynote speech addressed to each of the three theme sessions, and through seminars in which you will have an opportunity to spend, during the NASPA Conference, four to eight hours discussing with a small group of 20 to 30 of your fellow deans these key issues.

We do not wish in this process to detract — to prevent you from having the opportunity of discussing some of the current problems which are of major significance to the dean, but which do not readily lend themselves to this format. Thus we will continue to provide current information sessions which will give you an opportunity to find out about some of the major developments of our profession, and the practice of our art.

We think that the kind of program we have in mind can continue the professional development we have seen in NASPA for the past few years, and at the same time capture some of the values that many of us remember from NASPA when it was smaller and afforded more intimate personal relationships with a large number of people on the questions which really affect us in the day-to-day practice of our job.

We are going to ask for some of your comments and suggestions before next year, because we do need your help if we are going to pull off this program, but at the moment, Earle Clifford and I are quite optimistic.

CHAIRMAN KNOX: Our Placement Officer for this Association is Richard Hulet, Vice President for Student Personnel Services at Illinois State University at Normal.

DEAN RICHARD E. HULET: We have been operating the Placement Service during the year, and have periodically sent out bulletins indicating the open positions, and the campuses we have listed and the candidates we have listed with NASPA Placement Service.

At the beginning of this Conference we had 183 position openings listed and 202 candidates. This is more than we have ever had at any one particular time, and during these two days of the Placement Service, 205 openings were listed, some of which are included in the 183, and quite a number were not; and 197 candidates, and the same obtains there. Some of these were in the 202, and some were not.

This again represents more than we have ever been able to serve at a preceding Conference, and I presume that the expansion of the service is something which the Association wishes to continue to work on.

I suspect that we will have to rely on something other than volunteer efforts if we are going to make it an effective placement service. Shortly after this Association meeting I plan to ask the members for some assistance in evaluating the nature of the Placement Services you wish, and hope that you will be very frank in your observations about this. If we are going to serve you effectively, we need to know how to do this best.

There were some problems during the two-day sessions. Some people felt that they did not see as many people as they should. There was quite a number exceedingly well pleased with the service. I would like to have your honest reactions to the service, and if in any way we can be of some assistance to you we hope that you will write and indicate how we can help you.

CHAIRMAN KNOX: Dr. John Gillis, Co-Chairman of our *Pre-Conference Seminar*, will give us some observations concerning that activity.

DR. JOHN W. GILLIS: I am very happy to have an opportunity to report on behalf of our committee. My colleague Bill Brown from Purdue was Co-Chairman. Allen Rodgers from the Indiana State University and Thomas McLeod of the University of Alabama were committee members.

Fifty-four participants joined in an intensive three-day seminar training session prior to the Conference. As in the past, we have been most fortunate to secure the assistance of members of this Association in staffing the seminar program. I would like to recognize the very important and valuable contributions of John Blackburn from Alabama, John Truitt of Indiana State, and Bob Ross from Nebraska, who served as discussion leaders.

Our approach to the pre-conference training session has been to attempt to utilize a variety of techniques in providing experiences that would be of interest and value to newcomers in the field of student personnel administration.

This year we used a variety of case materials including a very interesting presentation made by the members of the Advisory Committee on Research and Publications, under the direction of Peter Armacost. And we are very grateful to his group for their participation.

We also were most fortunate in securing the participation of two very outstanding educators from outside the Association in the pre-conference sessions. President James Dixon of Antioch College addressed himself to the question of relation of student personnel workers to the goals of higher education, and Professor Donald Brown, Professor of Psychology at Michigan, assisted us in trying to relate current research in the behavioral sciences to the problems of student personnel work. These gentlemen not only made formal presentations, but they joined in our small group discussions and were most stimulating and significant factors, I think, in the training sessions.

We have asked, of course, for formal evaluation and reactions from the participants, but I am sure that many of you will also be receiving informal evaluations from members of your staff who may have participated in the pre-conference seminar. I certainly hope that you will take the opportunity of communicating these reactions to next year's committee so that they will be able to benefit from whatever experience people on your staff may have had this year.

The committee next year will work very closely with the Conference Co-Chairmen so that the Pre-Conference activities may be coordinated with the general Conference program. I am sure that we will continue to seek new patterns of significant training experiences for incoming deans.

CHAIRMAN KNOX: Our Controller this past year has been O. D. Roberts, Dean of Men, Purdue University. He will now report concerning our *NASPA budget*.

DEAN O. D. ROBERTS: The work of the Controller is aided and abetted by the Committee on the Association Budget, in the central office.

The first thing I would call your attention to is the financial statement which was included in your Conference packet. You will note that it is simply an interim report. We do not audit completely for the year until after the close of that time, June 30, and that material then is distributed to you.

The most significant thing that I can report is the almost fantastic growth in membership which has occurred. As of last October 21, we listed 773 members, broken down as follows: 462 institutions, and 311 individual members. As of April 1st, the membership breakdown is as follows: 611 institutions, 592 individual members.

CHAIRMAN KNOX: At this point I would like to call upon our traditional parliamentarian, Past President Don DuShane, Dean of Students at Oregon, to take over the podium and chair this meeting, so that a constitutional item may be presented for your consideration; because of my potential involvement in the discussion and so forth, I would like to ask Don to take over.

. . . Past President Donald M. DuShane assumed the Chair . . .

CHAIRMAN DuSHANE: Any further comment or discussion?

. . . *The question was called . . .*

The question is on the amendment to substitute for the \$50, \$75 and \$100 scale proposed, a \$75 across the board for all institutions, annual membership dues. Those in favor signify by saying aye; those opposed. The Chair is somewhat in doubt and in order to make this certain, I will ask tellers for a hand vote.

May I ask for the hands in favor of the amendment to make it \$75 across the board.

CHAIRMAN DuSHANE: I think without further count of hands the amendment is defeated.

The motion before us now is from the Executive Committee, the original proposal that a scaled system of annual dues be put into effect, \$50, \$75 and \$100. Is there discussion on this recommendation?

DEAN BROWN (Virginia Polytechnic Institute): I have only one question, and I have asked several people, and I get conflicting answers. All I want is information, please. If the dues are raised to \$100 and there are institutions that feel they cannot belong because it is \$100 — and I am in the \$100 class — does this mean that no one on the staffs of our institutions can belong to NASPA? Or can they belong as individual members without an institutional membership?

CHAIRMAN DuSHANE: This is a loophole which was plugged at the Seattle Conference, because it was figured even at that time, at the \$50 level, or at any level, an institution which wanted to assign a person as a representative and obtain most of the benefits, except for the vote, could attend the Conference. It was ruled at that time and voted at that time that institutions eligible for membership had to take out institutional membership, and that only those individuals could apply for Associate Membership who were not connected with institutions so eligible.

Further discussion followed.

I now place before you the original motion to institute a sliding scale, \$50, \$75 and \$100 which is presented on the sheet before you. All those in favor signify by saying aye; opposed. It seems to the Chair that the ayes have it. Unless there is a call for a division, the Chair will so rule. Thank you.

This concludes the constitutional provision and we will proceed with the business meeting.

. . . President Designate Carl Knox resumed the Chair . . .

I think at this time we will ask our senior Past President, Chairman of our Nominating Committee, to take over the podium. Don DuShane, do you have a report from the Nominating Committee?

PAST PRESIDENT DuSHANE (Committee on Nominations): Members of your Nominating Committee are listed on page 242 of this book. This Committee is constituted as it is on the principle that Past Presidents have no more personal interest in becoming President, and they know the work and the duties of the Association and they have its best interests at heart.

These Past Presidents are supplemented by elected members, and if we had elected members only we would have continually a Nominating Committee, the members of which might well be considered for nomination. The balance, consequently, is the way we have operated for some years.

We bring before you the only item of business before us, for this year, the naming of a President Designate.

The Committee on nominations unanimously by acclamation, places before you in nomination the name of O. D. Roberts, Purdue University, who has served as Conference Chairman for a three year term, and who has been trying to guide us through our financial troubles in recent years as Controller. His name is in nomination.

CHAIRMAN KNOX: You have heard the report from the Nominating Committee. At this time there should be a call for any other nominations from the floor of this Association. Do I hear any other nominations? Seeing none — did I see a hand?

DEAN HOWARD CONNORS (University of South Dakota): I move that nominations close, and a unanimous ballot be cast.

CHAIRMAN KNOX: There has been a motion that nominations be closed, and that a single ballot be cast.

DEAN WINBIGLER: Seconded.

CHAIRMAN: It has been moved and seconded now that O. D. Roberts be made President Designate of NASPA. Is there any discussion?

The question was called.

CHAIRMAN KNOX: There has been a call for the question. All those in favor of this motion please indicate by saying aye; contrary. It is so ordered.

PRESIDENT DESIGNATE O. D. ROBERTS: Thank you, Ladies and Gentlemen. I look forward to the opportunity and challenge of continuing to work with you. Thank you.

. . . After a Conference announcement, the Business Session adjourned at ten-forty o'clock . . .

INTERIM CONTROLLER'S REPORT 1 July 1966 through 15 June 1967

BALANCE ON HAND 1 July 1966 \$ 13,005.16

RECEIPTS

Transfer of Funds from C. W. Knox	\$ 8,000.00	
Dues Received	39,219.00	
1966 Conference Receipts	228.65	
1967 Conference Receipts	3,128.24	
1967 Pre-Conference Receipts	1,762.86	
Journals, Bulletins, Proceedings	1,210.10	
Regional Drug Conferences	11,513.35	
Lead Money for NASPA-FDA Proj.	15,000.00	
NASPA-FDA Claim #1	17,775.59	
NASPA-FDA Claim #2 (for Rochester)	<u>12,867.58</u>	
		110,705.37
TOTAL RECEIPTS		<u>123,710.53</u>

DISBURSEMENTS

Conference Expenses		
1966 Conference	\$11,399.21	
1966 Proceedings	5,404.43	
1967 Conference (Cash start, dues, refunds, etc.)	635.33	
1967 Pre-Conference	1,635.36	
Conference Honoraria 1967	2,450.00	
Conference Travel 1966	4,389.64	
Conference Travel 1967	158.24	
Conference Supplies 1966	349.33	
Conference Supplies 1967	41.67	
Conference 1967, Printing, Postage	<u>908.40</u>	
		\$ 27,371.61

Executive Committee Expenses

Executive Committee Meetings	\$ 3,074.52	
Executive Comm. Miscellaneous	258.42	
Assoc. Personnel and Services	1,244.18	
Research and Publications	1,425.65	
Prof. Relations and Legislation	974.86	
Prof. Development and Standards		
Journals, Monographs, Bulletins	8,330.72	
NASPA Representation at Meetings	1,373.88	
Budget and Central Office Committee	426.96	
Placement Office	650.00	
Dues		
American Council on Education	300.00	
COSPA	<u>50.00</u>	
		\$ 18,109.19

Controller

Telephone	1,582.54	
Secretarial Services	1,554.00	
Printing of Billings, Supplies, etc.	664.59	
Audit	200.00	
Maintenance — I.B.M. Typewriter	38.00	
Miscellaneous	<u>15.66</u>	
		\$ 4,054.79

Lead Money and Interest for NASPA-FDA

NASPA-FDA Regional Drug Program	\$ 15,312.53
NASPA-FDA Program	\$ 4,448.55

Claim #1	17,775.59	
Claim #4	<u>14,195.59</u>	
		\$ 31,971.18

Transfer of Funds from Knox

	\$ 8,000.00
--	-------------

TOTAL DISBURSEMENTS

	<u>\$109,267.85</u>
--	---------------------

BALANCE ON HAND 15 June 1967

Balance with Roberts	\$13,622.69	
Balance with Knox	819.99	
	<u>\$14,442.68</u>	
		<u>\$ 14,442.68</u>

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

1966-1967

OFFICERS OF THE ASSOCIATION*

- Edmund G. Williamson, *President* 1968
Dean of Students, University of Minnesota
- Carl W. Knox, *President Designate* 1969
Dean of Men, University of Illinois
- Thomas A. Emmet,
Conference Chairman 1967
Special Assistant to the Academic Vice
President, University of Detroit
- Richard Siggelkow, *Editor* 1967
Dean of Students, State University of
New York at Buffalo
- O. D. Roberts, *Controller* 1967
Dean of Men, Purdue University
- Glen T. Nygreen,
Immediate Past President 1967
Dean of Students, Hunter College (Bronx)

REGIONAL VICE PRESIDENTS

- William L. Swartzbaugh, *Region I* 1967
Associate Dean of the College,
Amherst College
- Earle Clifford, *Region II* 1967 (1969)
Dean of Student Affairs, Rutgers
University
Co-Conference Chairman Designate
- James Foy, *Region III* 1967
Dean of Student Affairs, Auburn
University
- Burns Crookston, *Region IV* 1967
Dean of Students, Colorado State
University
- Robert Shaffer, *Region V* 1967
Dean of Students, Indiana University
- Donald M. DuShane, *Region VI* 1967
Dean of Students, University of Oregon
- Donald Albright, *Region VII* 1967
Dean of Students, Fresno State College

DIVISIONAL DIRECTORS

PROFESSIONAL RELATIONS AND LEGISLATION:

- Chester E. Peters, *Dean of Students* 1968
Kansas State University

PROFESSIONAL DEVELOPMENT AND STANDARDS:

- Robert F. Etheridge, *Executive Dean for
Student Affairs* 1967
Miami University, Oxford, Ohio

RESEARCH AND PUBLICATIONS

- Peter H. Armacost, *Program Director*
1967 (1969)
Association of American Colleges
Washington, D.C. *President Designate*,
Ottawa University, Kansas
Co-Conference Chairman Designate

ASSOCIATION PERSONNEL AND SERVICES:

- Preston Parr, *Dean of Student Life* 1968
Lehigh University

EXECUTIVE COMMITTEE MEMBERS AT LARGE

- Patricia Cross 1967
Director, Center for Research and Development in Higher Education
- Willard W. Blaesser 1967
Dean of Students
City College of New York, New York, N. Y.
- P. H. Ratterman, S.J. 1967
Vice President, Student Affairs
Xavier University, Cincinnati, Ohio
- Paul Bloland 1967
Dean of Students
University of Southern California,
Los Angeles

*Year in which office terminates at the end of the Conference is after the name.

OTHER OFFICERS

PLACEMENT OFFICER:

Richard E. Hulet, Vice President for
Student Affairs
Illinois State University, Normal, Illinois

HISTORIAN:

Fred H. Turner, University Dean of
Students
University of Illinois, Urbana, Illinois

1967 NASPA CONFERENCE COMMITTEE CHAIRMAN AND STAFF

CONFERENCE CHAIRMAN

Thomas A. Emmet, Special Assistant to
the Academic Vice President, University
of Detroit

ASSISTANT CONFERENCE CHAIRMAN

M. Joseph Donoghue, Dean of Men
University of Detroit

ASSISTANT TO CONFERENCE CHAIRMAN

Roderick C. Shearer, Assistant Dean of
Students
Eastern Michigan University

CONFERENCE SECRETARIES

Miss Virginia Drake, Secretary to the Dean
of Men, University of Illinois

Mrs. Joyce Marion, Administrative Assistant,
Purdue University

Miss Janyce E. Notopolous, Information
Associate, Bell Educational Services,
Washington, D.C.

ASSISTANT CONFERENCE SECRETARIES

Miss Caroline Baber
University of Detroit

Miss Dorothy Bautel, Administrative
Assistant
University of Detroit

Miss Margaret Lutz, Admissions Officer
University of Detroit

Miss Janet Meiner, Assistant to the Vice
President
Xavier University

Miss Ann Moloney, Counselor and Administrative Assistant, University of
Detroit

Mrs. Ginny Coate, University of Cincinnati

Mrs. Nancy Green, University of Cincinnati

Mrs. Fran Passerello, University of Cincinnati

CONFERENCE AND ASSOCIATION PUBLIC RELATIONS CHAIRMAN

Dan B. Wolf, Dean of Students
University of Indiana, Indianapolis
Campus

COMMITTEE:

Laurence C. Sartor, Assistant Dean of
Students, Southampton College of
Long Island University

Frank N. Heck, Public Information
Officer, University of Cincinnati

Henry McCann, Assistant to the Dean of
Men, University of Cincinnati

CONFERENCE REPORTER

Mr. Leo Isen
Bona Fide Reporting Company, Chicago,
Illinois

CONFERENCE EVALUATION CHAIRMAN

William J. VanCleve, Director of Student
Affairs, St. John's University, Minnesota

COMMITTEE:

J. Gordon Brown, Dean of Men
Virginia Polytechnic Institute

Sorrell Chesin, Assistant Dean of Students
State University of New York, Albany,
N. Y.

Carroll Glenn, Assistant Dean of Men
Rockhurst College

Walter Hobba, Dean of Men
Marietta College

John Kirker, Dean of Men
Capitol University

David E. LeVeille, Dean of Students
Barrington College

Chester Wood, Director of Student
Personnel Services, University of
Minnesota, Duluth Branch

William McKinley Wright, Associate Dean
of Students, De Pauw University

COMMITTEE ON NOMINATIONS

(Made up of all living Past Presidents in attendance, plus six members elected by the Association. The senior Past President present serves as the Chairman.)

Living Past Presidents of the Association

Dean Scott H. Goodnight, University of Wisconsin, 1919 (10), 1928 (10)

Dean W. E. Alderman, Miami University, 1936 (18)

President D. S. Lancaster, Longwood College, 1937 (19)

Vice President D. H. Gardner, University of Akron, 1938 (20), 1939 (21)

Vice President J. J. Thompson, St. Olaf College, 1951 (23)

Vice President J. H. Julian, University of South Dakota, 1944 (26)

Dean Arno Nowotny, University of Texas, 1947 (29)

Dean E. C. Cloyd, North Carolina State College, 1948 (30)

Dean J. H. Newman, University of Alabama, 1949 (31)

Dean L. K. Neidlinger, Dartmouth College, 1950 (32)

Dean Wesley P. Lloyd, Brigham Young University, 1951 (33)

President A. Blair Knapp, Denison University, 1952 (34)

President Victor F. Spathelf, Ferris State, 1953 (35)

Dean John H. Stibbs, Tulane University, 1955 (37)

Dean John E. Hocutt, University of Delaware, 1956 (38)

Secretary Frank C. Baldwin, Cornell University, 1957 (39)

Dean Donald M. DuShane, University of Oregon, 1958 (40)

Dean Fred H. Turner, University of Illinois, 1959 (41)

Secretary H. Donald Winbigler, Stanford University, 1960 (42)

William S. Guthrie, Formerly Ohio State University, 1961 (43)

Vice President Fred J. Weaver, University of North Carolina, 1962 (44)

Dean J. C. Clevenger, Washington State University, 1963 (45)

Dean James McLeod, Northwestern University, 1964 (46)

President Victor R. Yanitelli, S.J., St. Peter's College, 1965 (47)

Dean Glen T. Nygreen, Dean of Students, Hunter College (Bronx), 1966 (48)

Elected Members

Robert Etheridge

William Swartzbaugh Chester Peters

Alternates

Roy Heath Roland Patzer

ADVISORY COMMITTEE TO THE DIRECTOR OF PROFESSIONAL DEVELOPMENT AND STANDARDS

DIRECTOR: Robert F. Etheridge, Executive Dean for Student Affairs, Miami University of Ohio (1967)

Dirck W. Brown, Associate Secretary T.E.P.S. National Education Association (1967)

Stanley C. Benz, Dean of Students, San Jose College (1967)

John W. Truitt, Vice-President for Student Affairs, Indiana State University (1968)

Daniel J. Sorrells, Dean of Students, University of Georgia (1968)

Donald Robinson, Professor of Higher Education, Southern Illinois University (1969)

ADVISORY COMMITTEE TO THE DIRECTOR OF PROFESSIONAL RELATIONS AND LEGISLATION

DIRECTOR: Chester E. Peters, Dean of Students, Kansas State University (1968)

Betty W. Cosby, Dean of Women, University of Florida (1967)

Gilbert MacDonald, Dean of Students, Northeastern University (1967)

Robert W. Chick, Dean of Students, Oregon State University (1968)

Merrill C. Beyerl, Vice President for Student Affairs, Ball State University (1968)

James Rhatigan, Dean of Students, Wichita State University (1969)

ADVISORY COMMITTEE TO THE DIRECTOR OF RESEARCH AND PUBLICATIONS

DIRECTOR: Peter A. Armacost, Program Director, Association of American Colleges (1967)

Phillip A. Tripp, Research Specialist, Bureau of Higher Education, U.S. Office of Education (1967)

Jerry H. Godard, Executive Associate of the President, Guilford College, (1968)

Thomas B. Dutton, Dean of Students, Oakland University (1968)

Mark W. Smith, Dean of Men, Denison University (1968)

John Blackburn, Dean of Men, University of Alabama (1969)

CONTINUING COMMITTEES THE COMMITTEE ON PUBLICATIONS

EDITOR: Richard A. Siggelkow, Dean of Students, State University of New York at Buffalo. 1967

ASSOCIATE EDITOR: Ronald E. Barnes, Dean of Students, University of North Dakota. 1967

ASSISTANT EDITOR: Robert M. Crane, Staff Associate in the Office of the Chancellor, University of Illinois, Chicago Circle Campus. 1967.

MEMBERS OF THE BOARD — ONE YEAR TERM 1967.

Carl Anderson, Associate Dean of Students, Howard University

Paul E. Collins, Dean of Students, Kalamazoo College

Daryl Hagie, Dean of Students, Eastern Washington State College

Randall W. Hoffman, Assistant to the Provost, C. W. Post College

TWO YEAR TERM 1968

Earle W. Clifford, Dean of Student Affairs, Rutgers, The State University

Mel Doyle, O. F. M., Dean of Students, Quincy College

Robert N. Hubbell, Counselor to Men, University of Iowa

Miriam Wagenschein, Dean of Women, Whitman College

THREE YEAR TERM 1969

Robert Bowlin, Dean of Men, University of Oregon

Jane E. Matson, Professor of Education, Los Angeles State College

Edward C. McGuire, Dean of Students, Rutgers, The State University, Newark Campus

Frederick J. Speckeen, Dean of Students, Waterloo University College

ADVISORY COMMITTEE TO THE DIRECTOR OF ASSOCIATION PERSONNEL AND SERVICES

DIRECTOR: Preston Parr, Dean of Student Life, Lehigh University (1968)

James M. Lavin, Dean of Student Affairs, John Carroll University (1967)

T. Roger Nudd, Associate Dean of Students, California State College at Fullerton (1967)

William R. Nester, Dean of Men, University of Cincinnati (1968)

Donald P. Hardy, Dean of Men, University of Delaware (1968)

William Yardley, Dean of Students, University of Houston (1969)

AD HOC COMMITTEES COMMITTEE ON INTERNATIONAL STUDENT PROGRAMS

CHAIRMAN: Willard W. Blaesser, Dean of Students, City College of New York (1967)

DIRECTOR INTERNATIONAL EDUCATION PRE-CONFERENCE: Ivan W. Putman, Director of International Faculty and Student Programs, State University of New York, Oyster Bay (1967)

Assisted by members of the NASPA Executive Committee and members of APGA, ACPA, NAFSA and NAWDC in their professional roles.

**COMMITTEE ON THE PREPARATION OF
THE DIRECTORY OF NATIONAL STUDENT
ORGANIZATIONS AND STUDENT
PERSONNEL AND RELATED
ORGANIZATIONS**

CHAIRMAN: Glen T. Nygreen, Dean of Students, Hunter College, Bronx Campus (1967)

**COMMITTEE ON ASSOCIATION
BUDGET AND CENTRAL OFFICE**

CHAIRMAN: O. D. Roberts, Dean of Men, Purdue University (1967)

Paul Bloland, Dean of Students, University of Southern California at Los Angeles (1967)

Thomas A. Emmet, Special Assistant to the Academic Vice President, University of Detroit (1967)

Carl W. Knox, Dean of Men, University of Illinois (1967)

Richard Siggelkow, Dean of Students, State University of New York at Buffalo (1967)

**COMMITTEE ON PRE-CONFERENCE
SEMINAR**

CO-CHAIRMAN AND CO-DIRECTOR:
C. William Brown, Assistant Dean of Men, Purdue University (1967)

CO-CHAIRMAN AND CO-DIRECTOR:
John W. Gillis, Dean of Men (on leave), Illinois State University (1967)

COMMITTEE:

Allen W. Rodgers, Dean of Men, Indiana State University

Thomas McLeod, Director, Men's Activities, University of Alabama

**COUNCIL OF STUDENT PERSONNEL
ASSOCIATIONS IN HIGHER EDUCATION
(COSPA)
(IACC 1958-1963)**

CHAIRMAN: Frank M. Noffke, Director of the College Union, California State College at Long Beach. Representing ACU-1,

SECRETARY: Thomas A. Emmet, Special Assistant to the Academic Vice President, University of Detroit (Term 1967-1969). Representing NASPA.

A coordinating council consisting presently of ten national associations in the student personnel field with the primary purpose being that of coordinating common interests by task force commission approaches. Participating associations are:

1. American Association of Collegiate Registrars and Admissions Officers
2. Association of College Admissions Counselors
3. American College Personnel Association
4. Association of College Unions, International
5. Association of College and University Housing Officers
6. Association for the Coordination of University Religious Affairs
7. College Placement Council, Inc.
8. National Association for Foreign Student Affairs
9. National Association of Student Personnel Administrators.
10. National Association of Women Deans and Counselors

AFFILIATE MEMBER:

College Student Personnel Institute

NASPA REPRESENTATIVES ARE:

Elected to Central Board:

Term 1966 (One Year) E. G. Williamson, Dean of Students, University of Minnesota

Term 1966-67 (Two Years) Chester E. Peters, Dean of Students, Kansas State University. Delegation Chairman

Term 1966-68 (Three Years) Charles Lewis, Vice President for Student Affairs, Pennsylvania State University

A three-year appointment will be made by the Executive Committee at the Cincinnati meeting. This term will cover the Council meetings of 1967-1968-1969.

REPRESENTATIVE TO:

Commission on Professional Development:

Term 1966-67 Robert Etheridge, Dean of Students, Miami University of Ohio (appointed 1964 — term ends 1968)

Kenneth Venderbush, Dean of Men, Lawrence University (appointed 1963 — term ends 1967)

Commission of Student Financial Aid:

Term 1966-67 Chester Peters, Dean of Men, Kansas State University (appointed 1966 — term ends 1968)

One position vacant to be filled in Cincinnati by Executive Committee

Representative to Data and Definitions Committee of the American Association of Collegiate Registrars and Admissions Officers (AACRAO):

Edward Voldseth, Dean of Students, State College of Iowa (appointed 1966)

Representative to Joint Association Discipline Records Guide Committee:

William R. Butler, Vice President for Student Affairs, University of Miami, Florida (appointed 1966)

FUTURE CONFERENCE SITES AND DATES

- 1968 Minneapolis, Minnesota—Leamington Hotel, March 31-April 2 (50th)
Golden Anniversary Conference
- 1969 Atlanta, Georgia — Marriot Motor Hotel and Hyatt Regency Hotel
April 13-16 (51st) (Joint Conference with NAWDC) on April 13-14
- 1970 Boston, Massachusetts — Sheraton Boston Hotel, April 1-4 (52)
- 1971 St. Louis, Missouri — Chase Park Plaza Hotel, March 28-31 (53rd)
- 1972 Denver, Colorado — Denver Hilton Hotel, April 9-12 (54th)
- 1973 East Coast — To be selected by the Executive Committee in 1967, Fall
- 1974 Midwest — To be selected by the Executive Committee in 1968, Fall
- 1975 Southwest — To be selected by the Executive Committee in 1969, Fall
- 1976 West Coast — To be selected by the Executive Committee in 1970, Fall